

RESEARCH BRIEF

FEATURES

About Communities In Schools and Integrated Student Supports

What are the Key Concepts of Social and Emotional Learning?

How does a Focus on Social and Emotional Learning Impact Student Success?

Components of Effective SEL Programming

The CIS Model and Social and Emotional Learning

Further Resources

References

Social and Emotional Learning

This Brief was Prepared by:

Kevin Leary, PhD

Betty Li

Communities In Schools

For more information, contact:

Megan Walker Grimaldi

Director of Research

walkerm@cisnet.org

www.communitiesinschools.org

Published March 2017

Updated September 2017



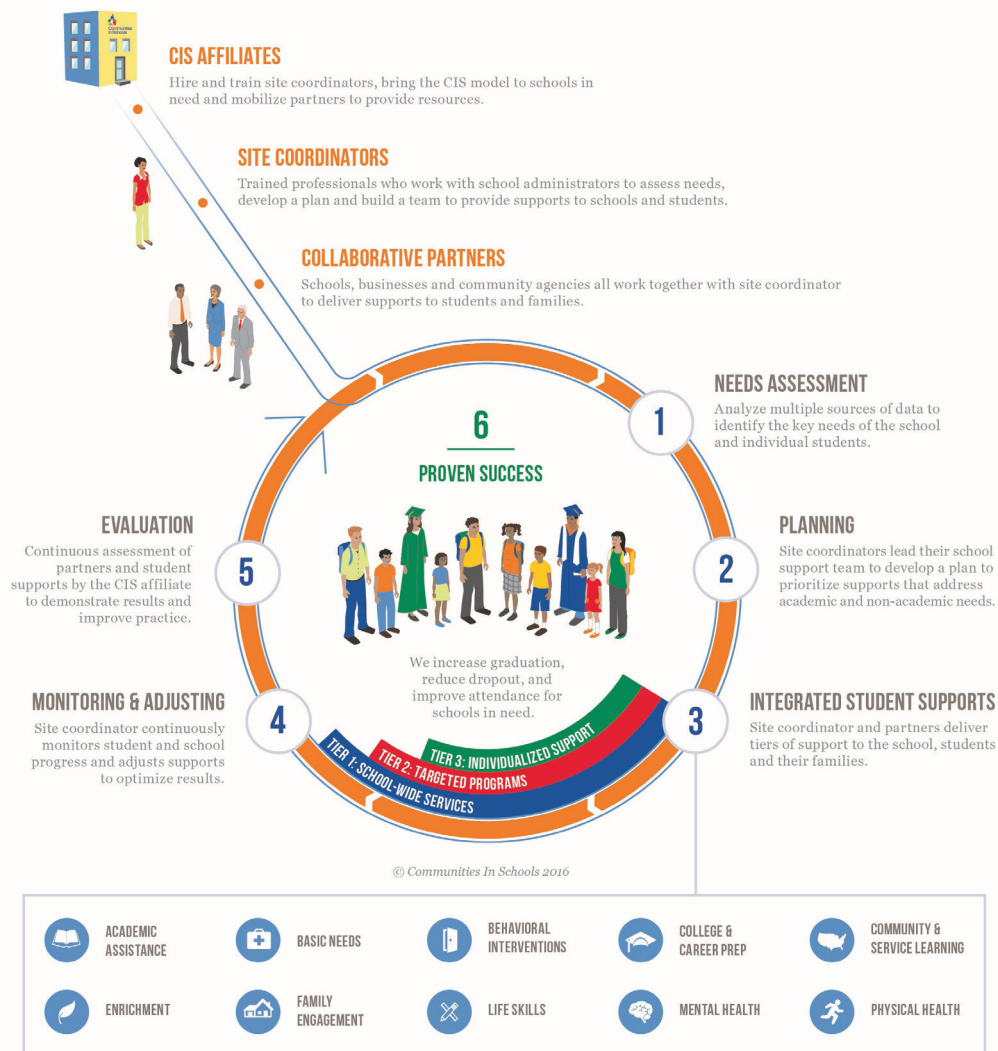
Communities
In Schools

ABOUT COMMUNITIES IN SCHOOLS AND INTEGRATED STUDENT SUPPORTS

Communities In Schools (CIS) is a national network of independent 501(c)(3) organizations working to keep students in school and on the path to graduation. Serving over 1.5 million students in over 2,300 schools in 25 states and the District of Columbia, CIS collaborates to surround students with a community of support, empowering them to stay in school and achieve in life. In schools, site coordinators and other local affiliate-level staff are deployed to serve and connect at-risk students and families with resources via an evidence-based model of Integrated Student Supports (see below).

Integrated Student Supports are defined by Child Trends as “a school-based approach to promoting students’ academic success by coordinating a seamless system of wraparound supports for the child, the family, and schools, to target students’ academic and non-academic barriers to learning” (Moore K. A., 2014). Each year, CIS site coordinators conduct a comprehensive assessment in order to identify and prioritize risk factors, such as chronic absenteeism, teen pregnancy, trauma and violence, and poverty. Based on the results of the needs assessment, Communities In Schools focuses on 10 categories of support to best serve disadvantaged students across the United States.

OUR UNIQUE MODEL



INTRODUCTION

In recent years, the importance of social and emotional learning has received considerable attention among education stakeholders, policymakers, and the general public. Broadly speaking, social and emotional learning (SEL) is defined as “a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenships” (Jones & Bouffard, 2012). In other words, SEL refers to managing one’s emotions and engaging with people in a positive and healthy manner. A sizable body of research has found that social and emotional competence is critical for academic performance, student well-being, and life success (Goleman, 1995; Hymel & Ford, 2014; Juvonen & Wentzel, 1996; McClelland, Morrison, & Holmes, 2000; Raver, 2002; Wentzel & Asher, 1995).

These findings have caused education practitioners to expand beyond the usual focus on student academics. By adopting an SEL approach, schools can serve and invest in students more holistically. Nurturing social and emotional development has broad implications and long-lasting effects, such as reducing risky behaviors, decreasing drop-out rates, and reducing depression and anxiety in adulthood (The Aspen Institute, 2016). Schools, educators, policymakers, and youth-serving organizations have integrated social and emotional learning – identified by some as a “missing piece in efforts to reach the array of goals associated with improving schooling in the United States” – into schools (Elias, et al., 1997). The increasing emphasis on “non-academic” factors that can bolster social, emotional, academic, and life-long outcomes has led to recent changes to federal policy, expanding opportunities to address SEL in schools. The Every Student Succeeds Act (ESSA), which was signed into law in December 2015, encourages the use of SEL in academic settings by requiring that schools be held accountable for measuring and reporting on “at least one non-academic factor” (Sparks, 2016).

“Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students.”

– Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011

Communities In Schools (CIS) is well-positioned to address many of the social and emotional needs and challenges facing students. The mission of CIS is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS takes a holistic approach to education with

our unique model of Integrated Student Supports (ISS), which means that we focus on “developing or securing and coordinating supports that target academic and non-academic barriers to achievement” (Moore & Emig, 2014).

Many of the students served by CIS are from impoverished, low-income backgrounds¹. Research suggests that students living in poverty are more likely to experience both acute (i.e., single traumatic event) and chronic stressors (i.e., sustained stress over time), which can influence children’s psychological development and result in social and emotional difficulties (Jensen, 2009). For these students, building social and emotional skills through SEL is exceedingly important.

This research brief provides an overview of SEL, describes the impact of SEL on student outcomes, and shares how Communities In Schools can leverage SEL to help students graduate and live more fulfilling and healthy lives.

WHAT ARE THE KEY CONCEPTS OF SOCIAL AND EMOTIONAL LEARNING?

Researchers, educators, policymakers, and other stakeholders use a variety of terms to distinguish social and emotional learning from academic content knowledge traditionally taught in school. Social and emotional learning is most often interchangeable or synonymous with ideas and concepts like “soft skills, emotional intelligence, [...] personal qualities, character, virtue, non-cognitive skills, 21st century skills, and so on” (Whitehurst, 2016).

Common Social and Emotional Competencies

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a leader in advocating for SEL, categorizes and defines skills in 5 competency areas:

- **Self-awareness:** the ability to accurately recognize the impact of emotions and thoughts on behavior
- **Self-management:** the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations (i.e. managing stress, controlling impulses, working toward achieving goals)
- **Social awareness:** the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, ability to recognize the resources for support from family, home, and community
- **Relationship skills:** the ability to establish and maintain healthy and rewarding connections with diverse individuals and groups (i.e. communicating effectively, active listening, conflict resolution)

¹ For the 2016–2017 school year, 91.7% of CIS case-managed students were eligible for free or reduced-price lunch (FRPL), which is a proxy for poverty.

- **Responsible decision making:** the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (Collaborative for Academic, Social, and Emotional Learning, 2012; Duffell, et al., 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines social and emotional learning as involving “the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (2012).

Additional Components of SEL

In addition to the competencies outlined by CASEL, researchers have identified other key aspects of social and emotional functioning that impact students’ academic engagement, motivation, persistence, and achievement. Though some constructs or terms may overlap, several are important to consider when working with students.

Growth Mindset

Growth mindset is the belief that abilities and characteristics, such as one’s intelligence, are not fixed and can be developed through hard work and persistence (Dweck, 2008). Students with a fixed mindset believe that intelligence is innate and unchangeable; these students tend to avoid potentially difficult situations for fear of failure and give up earlier on challenging tasks. Students with a growth mindset, however, believe that intelligence and other abilities can be developed over time with hard work. These students are more likely to view difficult tasks as opportunities to learn and grow and to persist longer during such tasks (Claro, Paunesku, & Dweck, 2016).

Self-concept

Self-concept is a person’s perception of him or herself and is thought to influence the ways in which he/she behaves (Bong & Skaalvik, 2003; Rosenberg, 1979). Self-concept is shaped by one’s experiences and is influenced by environmental reinforcements, particularly interactions with significant others (Raynor & Devi, 2001).

Self-efficacy

Self-efficacy refers to a person’s beliefs in his/her ability to plan and execute the behaviors or actions required to produce or attain a given outcome (Bandura, 1977). Similar to self-concept, self-efficacy influences a person’s thoughts, emotions, and behavior. Whereas self-concept represents one’s general perceptions of themselves in specific areas (e.g., academics),

self-efficacy includes the beliefs and expectations of what a person can achieve in given situations (Bandura, 1986; Bandura, 1997) and, as such, may impact the amount of effort or time a person devotes to a situation.

Self-compassion

Self-compassion means treating oneself with care, kindness, and patience in response to negative life events (Neff, 2009, 2003). Research has shown that self-compassion may buffer individuals from negative feelings about themselves and allows for more adaptive responses to negative or undesirable life events (Leary, Tate, Adams, Allen, & Hancock, 2007; Neff, 2009; Neff, Kirkpatrick, & Rude, 2007). Self-compassionate people also tend to ruminate on negative outcomes less and have greater psychological resilience and well-being than others who are less self-compassionate (Neff, 2011). In academics, self-compassion is related to setting more goals involving mastering skills and knowledge and fewer goals related to outcomes and performance (Neff, Hsieh, & Dejjitterat, 2005).

Grit

Grit is defined as “working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress” (Duckworth, Peterson, Matthews, & Kelly, 2007). Research suggests that grit “[is] strongly associated with academic achievement and life success and may also be associated with health outcomes and behaviors” (Guerrero, Dudovitz, Chung, Dosanjh, & Wong, 2015).

HOW DOES A FOCUS ON SOCIAL AND EMOTIONAL LEARNING IMPACT STUDENT SUCCESS?

The benefits of SEL are substantial and impact not only students’ academic success but students’ overall life success and well-being. The skills, characteristics, and behaviors addressed through SEL positively influence youth in the social, emotional, academic, and occupational aspects of their lives.

Social and Emotional Outcomes

High-quality SEL interventions and programs have the ability to significantly enhance social and emotional skills and foster improvements in attitudes and behavior (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), and research has shown substantial gain for students following involvement in SEL programming. For instance, a meta-analysis conducted by CASEL in 2011 found that high-fidelity implementation of SEL programming was associated with a decline of 9 percentage points in students’ problem behaviors and an increase of 9 percentage points in students’ prosocial skills (i.e., the ability to appropriately manage emotions and conflict) (Duffell, et al., 2016).

Students in kindergarten through 8th grade that participate in SEL programming have been found to develop better social

and emotional skills, including more positive attitudes toward themselves, school, and others, improved social behaviors, fewer conduct problems, less emotional distress, and ultimately demonstrate improved academic performance (Payton, et al., 2008).

Academic Outcomes

The classroom environment often poses a challenge for students who struggle to control themselves and their emotions, lack positive peer relationships, or are in emotional distress. These students are less able to focus and more likely to be disruptive or distract from the learning of others. In such cases, effectively addressing the social and emotional needs of students through SEL supports can improve students' performance in the classroom. A large-scale study of over 270,000 students from kindergarten through high school showed that students who participated in an SEL curriculum improved their academic achievement by 11 percentile points compared to students who did not participate in an SEL program (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)

“Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades.”

– Vega, 2012

Additionally, addressing students' self-views and self-beliefs can improve academic performance. In other words, students' performance in the classroom improves when they believe in their ability to succeed through effort. Research has shown that students with greater self-efficacy participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do students low in self-efficacy who doubt their capabilities (Bandura, 1997; Zimmerman, 2000). Academic self-efficacy is associated with greater academic achievement independent of intelligence, personality traits, and global self-esteem (Marsh & Craven, 2006; Multon, Brown, & Lent, 1991; Robbins, et al., 2004; Valentine, DuBois, & Cooper, 2004; Zuffiano, 2013).

Relatedly, changing students' beliefs about their capacity to improve their skills or abilities with hard work or effort holds promise as a means of improving academic performance. Specifically, students with growth mindsets have been shown to perform better and persist longer over time in academic tasks than with students with fixed mindsets (Blackwell, Trzesniewski, & Dweck, 2007). Students from lower-income families have been found to be less likely to hold a growth mindset than

more affluent peers, but those who do hold a growth mindset appeared to be buffered against the negative effects of poverty on academic achievement (Claro, Paunesku, & Dweck, 2016). Thus, enhancing growth mindset is a promising avenue for promoting the academic success of all students.

Life Outcomes

By implementing SEL programming in schools to address social and emotional challenges at an early age, providers can offer “a more unified and coordinated approach that targets a broader spectrum of positive youth outcomes that extend into lifelong success, including enhancing the social-emotional climates of classrooms, schools, and districts” (Greenberg et al., 2003). Promoting healthy and adaptive social and emotional skills and behaviors has implications for students' long-term outcomes, including relationships, job prospects, and overall well-being. Indeed, “[these] and other characteristics influence people's educational attainment, employment and earnings as much as or more than academic achievement as measured by standardized achievement tests” (AEI/Brookings Working Group on Poverty and Opportunity, 2015). SEL has the power to establish life-long patterns of positive social behavior and adaptive emotional skills, equipping individuals with the means to address and overcome challenges to live a healthy, fulfilling life.

COMPONENTS OF EFFECTIVE SEL PROGRAMMING

SEL programming and interventions vary greatly in their content, structure, and implementation. However, research highlights several components that have been found to enhance the effectiveness of SEL programming and increase the likelihood of building students' social-emotional skills. Such components include:

- Implementing a whole-school approach rather than a single program as a silver bullet (Jones & Bouffard, 2012)
- Reaching out to and including people beyond students and teachers, such as members of the community, other school staff, and parents (Jones & Bouffard, 2012; Shafer, 2016)
- Embedding the programming into school climate and culture (Jones & Bouffard, 2012)
- Focusing on building SEL and academic skills concurrently (Jones & Bouffard, 2012)
- Weaving SEL programming into curriculum throughout the school day rather than teaching it in short, targeted sessions (Jones & Bouffard, 2012).
- Developing SEL skills “in the context of daily life as social challenges and other teaching opportunities arise” (Jones & Bouffard, 2012).

- Embedding SEL programs within the framework of a formal school-family partnership to allow students to apply their developing social and emotional skills in school, at home, and in the community (Duffell, et al., 2016)
- Creating learning environments where students feel safe, feel that they belong, and feel a sense of community (Brackett & Rivers, 2013)
- Considering the SEL skills of school staff, as it is important for adults to take care of and develop their own SEL skills and needs (Shafer, 2016).

The Importance of Practitioner Self-Care

According to Stephanie M. Jones, a development psychologist at Harvard Graduate School of Education, **a comprehensive SEL program should also serve the adults in a school.** “While regular professional development can teach adults the nuts and bolts of integrating SEL into the school day, one more step is crucial to a successful program: Ensuring that adults develop their own social-emotional capacities. Supporting adults means offering tailored SEL strategies - but it also means creating opportunities for school staff to listen, problem-solve collaboratively, and reflect and plan. It means proactively considering the social-emotional needs of all staff.” (Shafer, 2016)

Implementing SEL effectively requires a substantial investment on the part of the school, as “SEL should exist everywhere at school, across the building — with every adult in the building on board.” (Shafer, 2016). With a commitment to helping students succeed in school and life, Communities In Schools can serve as a valuable partner and resource for schools implementing SEL.

THE CIS MODEL AND SOCIAL AND EMOTIONAL LEARNING

As CASEL points out, “SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful” (Collaborative for Academic, Social, and Emotional Learning, 2012). The foundation of the CIS model is based on our belief in the transformative power of a student’s one-on-one relationship with a caring adult. At the center of the CIS model is a site coordinator who works inside schools to coordinate and provide integrated student supports. Site coordinators provide individual case management for students in need and also bring students into contact with other caring adults and peers. As part of the CIS model, site coordinators often broker in adult mentors, volunteers, and counselors, bring in professionals or members of community-based organizations to provide supports, and advocate on behalf of

students by helping to forge positive relationships with school staff and/or family members. This is an important component of SEL because, according to research, social support from peers, parents, and/or educators is a crucial protective factor for youth. Social support may increase academic performance by buffering against stress and emotional distress, and thus enhancing focus, motivation, and attention in the classroom (Garnefski & Diekstra, 1996; Malecki & Demaray, 2006; Wang, Selman, Dishion, & Stormshak, 2010; Wang & Eccles, 2012). Social support may be even more important for students living in poverty. Research suggests that the effect of social support on academic performance may be influenced by socioeconomic status (SES) such that the social support has a stronger effect on academic performance for students from low SES backgrounds than for students from middle or high SES backgrounds (Malecki & Demaray, 2006).

Site coordinators in the CIS network deliver and/or broker services in **Three Tiers of Support:**

- **Tier One** supports are school-wide services that are available to all students, regardless of their risk for developing serious problems. A site coordinator partners with school staff and administrators on whole-school initiatives. In a school implementing Positive Behavioral Interventions and Supports (PBIS), a site coordinator can reinforce school-wide expectations, foster a positive school climate, and promote SEL characteristics school-wide. Read more about CIS of Chicago’s efforts below.
- **Tier Two** supports are targeted programs and sustained interventions provided for specific students over an extended period of time. These services are often provided in a group setting for students with a shared need or goal. To build SEL skills, students may participate in support groups or evidence-based programming. Read more about how CIS of Central Texas and CIS of Charleston provide Tier Two SEL supports below.
- **Tier Three** supports are high-intensity, individualized services provided in a one-on-one setting to students with highly specified needs. For example, CIS of Chicago site coordinators will provide individualized counseling or refer case-managed students to professional mental health providers (see below).

Many CIS affiliates are already partnering in schools to implement SEL with the students they serve. [CIS of Chicago](#) has been a recognized and approved provider of SEL services through the Chicago Public Schools’ Office of Social Emotional Learning. Currently in negotiations to continue this collaborative partnership, CIS of Chicago provides SEL services to 7 sites. As a Tier 1 support, site coordinators conduct a school needs assessment to help identify SEL priorities across the

school community and support the school in sustaining and expanding existing schoolwide SEL initiatives (such as PBIS). Site coordinators also case-manage up to 50 students at each site. As a Tier 2 support, case-managed students may engage in small group interventions based on their SEL needs. The groups utilize evidence-based models or curricula such as Rainbows, Bounce Back, or Cognitive Behavioral Interventions for Trauma in Schools (CBITS). Additionally, case-managed students with intensive needs may receive individual counseling as a Tier 3 support. Depending on the needs of the individual student, CIS of Chicago site coordinators either provide counseling through evidence-based interventions to build SEL skills or refer the student to an outside provider of professional mental health services, in which case the site coordinator continues case-management and reinforces the student's skills.

[CIS of Central Texas](#) serves the Austin Independent School District (AISD), which participates in a CASEL pilot program to develop a model for systemic SEL. In some AISD schools, CIS staff members assist with overall school planning and implementation by training teachers about the effects of trauma on students and how to educate and care for students experiencing trauma. CIS staff also reinforce school-wide SEL lessons and concepts with groups of students and case-managed students. CIS of Central Texas also developed a program known as [XY-Zone](#), which is used as a Tier 2 support that helps adolescent men develop social and emotional skills so they can be successful in school and beyond. The program focuses on the 5Rs: Respect, Responsibility, Relationships, Role Modeling, and Reaching Out. Students set goals, hold peers accountable, practice their social and emotional skills, and learn how to apply those skills as they transition into manhood. Through CIS of Central Texas, XY-Zone serves 450 adolescent men per year – 4,866 total as of the 2015-2016 school year. The program is also implemented at several other CIS affiliates across the network.

[CIS of the Charleston Area](#) implements [Second Step](#), a social and emotional curriculum suitable for students in preschool through 8th grade that utilizes repetition, music, visual stimuli, brain busters, and short, informative lessons to teach students valuable social skills. CIS of Charleston implements Second Step for case-managed early learners, as a Tier 2 intervention for students in preschool through 3rd grade, and a Tier 1 support for elementary school students.

CIS is well-poised to play a part in a school-wide commitment and implementation of SEL. Site coordinators work as champions for students, providing support and encouragement in an effort to build important social and emotional skills. Additionally, site coordinators collaborate with school leadership to determine the best approaches or programs to meet the social and emotional needs of the school and student body. The CIS model of ISS aligns directly with research on SEL and can be leveraged to ensure that students have the social and emotional skills to succeed in school and throughout life.

A recently-released randomized control study of CIS case management found that students receiving case management support from CIS:

- Reported being **more connected** to adults
- Maintained **more positive and supportive relationships** with their peers
- Were **more engaged** with school
- Had **more positive attitudes** toward school
- Held stronger beliefs that **education has value** for their lives

(Parise et al., 2017)

In the 2016-2017 school year,

- **1,002** CIS sites provided, facilitated, or brokered SEL programming or interventions.
- **1,684** CIS sites brokered and/or provided services for life or social skills
- **92.1%** of case-managed students met or made progress toward their SEL goal

FURTHER RESOURCES

- The **Aspen Institute's National Commission on Social, Emotional, and Academic Development (SEAD)** is comprised of leaders in education, science, policy, and research. SEAD's website includes resources, videos, and presentations to help schools support the whole student.
- **CASEL** has published guides with evidence-based programming recommendations and resources for implementing effective SEL programs:
 - **Preschool and Elementary Edition**
 - **Middle and High School Edition**
- **SEL – Why Students Need It. What Districts Are Doing About It** is a report by Education First and the NoVo Foundation that explores three different school districts' efforts to implement school-wide SEL.
- **Virtual Lab School's Social and Emotional Development Modules** is a website that provides 5 lessons on social and emotional development. The modules include videos, opportunities for application, interactive exercises, and additional resources.

REFERENCES

- AEI/Brookings Working Group on Poverty and Opportunity. (2015). Opportunity, responsibility, and security: A consensus plan for reducing poverty and restoring the American dream. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf>
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of self control*. New York, NY: W.H. Freeman.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.
- Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*, 15, 1-40.
- Brackett, M. A., & Rivers, S. E. (2013, September). Transforming students' lives with social and emotional learning. New Haven, CT, USA: Yale Center for Emotional Intelligence. Retrieved from <http://ei.yale.edu/wp-content/uploads/2013/09/Transforming-Students%E2%80%99Lives-with-Social-and-Emotional-Learning.pdf>
- Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31).
- Collaborative for Academic, Social, and Emotional Learning. (2012). *Effective social and emotional learning programs: Preschool and elementary school edition*. Chicago, IL, USA. Retrieved from <http://www.casel.org/preschool-and-elementary-edition-casel-guide>
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101. Retrieved from <https://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>
- Duffell, J. C., Weissberg, R. P., Williams, A., Eaton, P. D., Segneri, M., Carstarphen, M. J., . . . Kranzier, D. (2016). *How social-emotional learning helps children succeed: In school, the workplace, and life*. Retrieved from Committee for Children: <http://www.cfchildren.org/Portals/1/ss-sel/2016-doc/sel-e-book.pdf>

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011, January). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), pp. 405-432. Retrieved from <http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52e9d8e6e4b001f5c1f6c27d/1391057126694/meta-analysis-child-development.pdf>
- Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. *Association for Psychological Science*, 17, 391-394.
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., . . . Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Garnefski, N., & Diekstra, R. F. (1996). Perceived social support from family, school, and peers: Relationship with emotional and behavioral problems among adolescents. *Journal of the American Academy of Child Adolescent*, 35, 1657-1665.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam.
- Guerrero, L. R., Dudovitz, R., Chung, P. J., Dosanjh, K. K., & Wong, M. D. (2015, December 31). Grit: A potential protective factor against substance use and other risk behaviors among Latino adolescents. *Academic Pediatrics*, 16(3).
- Hymel, S., & Ford, L. (2014). School completion and academic success: The impact of early social-emotional competence. *Encyclopedia of Early Child Development*. Retrieved from Encyclopedia of Early Child Development: <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/839/school-completion-and-academic-success-the-impact-of-early-social-emotional-competence.pdf>
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. (K. L. Maxwell, S. L. Odom, & I. Iruka, Eds.) *Social Policy Report*, 26(4). Retrieved from http://www.srcd.org/sites/default/files/documents/spr_264_final_2.pdf
- Juvonen, J., & Wentzel, K. R. (1996). *Social motivation: Understanding children's school adjustment*. New York, NY: Cambridge University Press.
- Leary, M. R., Tate, E. B., Adams, C. E., Allen, A. B., & Hancock, J. (2007). Self-compassion and reactions to unpleasant self-relevant events: The implications of treating oneself kindly. *Journal of Personality and Social Psychology*, 92(5), 887-904. Retrieved from <http://self-compassion.org/wp-content/uploads/publications/LearyJPSP.pdf>
- Malecki, C. K., & Demaray, M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly*, 21, 375-395.
- Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective: Beyond seductive pleasure and unidimensional perspectives. *Perspectives on Psychological Science*, 1, 133-163.
- McClelland, M. M., Morrison, F. J., & Holmes, D. H. (2000). Children at-risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly*, 15, 307-329.
- Moore, K. A., & Emig, C. (2014). *Integrated student supports: A summary of the evidence base for policymakers*. ChildTrends. Retrieved from <http://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf>
- Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38, 30-38.
- Neff, K. D. (2003). Self compassion: an alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-102.
- Neff, K. D. (2009). Self-compassion. In K. D. Neff, M. R. Leary, & R. H. Hoyle (Eds.), *Handbook of Individual Differences in Social Behavior* (pp. 561-573). New York: Guilford Press.
- Neff, K. D. (2011, January). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass*, 5(1), 1-12.
- Neff, K. D., Hsieh, Y.-P., & Dejitterat, K. (2005). Self-compassion, achievement goals, and coping with academic failure. *Self and Identity*, 4, 263-287. Retrieved from <http://self-compassion.org/wp-content/uploads/publications/SClearninggoals.pdf>
- Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, 41, 139-154. Retrieved from <http://self-compassion.org/wp-content/uploads/publications/JRP.pdf>

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago: Collaborative for Academic, Social, and Emotional Learning (CASEL). Retrieved from <http://www.casel.org/wp-content/uploads/2016/06/the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-technical-report.pdf>

Parise, L. M., Corrin, W., Granito, K., Haider, Z., Somers, M., & Cerna, O. (2017, April). *Two years of case management for at-risk students: Final findings for the Communities In Schools random assignment evaluation*. New York: MDRC.

Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report*, 16, 3-19.

Raynor, S., & Devi, U. (2001). Self-esteem and self-perceptions in the classroom: Valuing circle time? In R. Riding, & S. Raynor (Eds.), *International Perspectives on Individual Differences, Volume 2: Self Perception* (pp. 171-208). Westport, CO: Ablex Publishing.

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychological and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130, 261-288.

Rosenberg, M. (1979). *Conceiving the self*. Malabar, FL: Robert E. Krieger.

Shafer, L. (2016, July 15). What makes SEL work? Cambridge, MA, USA: Harvard Graduate School of Education. Retrieved from <https://www.gse.harvard.edu/news/uk/16/07/what-makes-sel-work>

Sparks, S. D. (2016, January 22). *Focus on fade-out (part 4): An ESSA role for social-emotional development*. Retrieved from Education Week: http://blogs.edweek.org/edweek/in-side-school-research/2016/01/focus_on_fade-out_part_4_an_es.html

The Aspen Institute. (2016, September). *National Commission on Social, Emotional, & Academic Development Fact Sheet*. Retrieved from The Aspen Institute: <https://assets.aspeninstitute.org/content/uploads/2016/09/ncsead-fact-sheet.pdf>

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, 39, 111-133.

Vega, V. (2012, November 7). *Social and emotional learning research review*. Retrieved from Edutopia: <https://www.edutopia.org/sel-research-learning-outcomes>

Wang, M. T., & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83, 877-895.

Wang, M. T., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A Tobit Regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. *Journal of Research on Adolescence*, 20, 274-286.

Wentzel, K. R., & Asher, S. R. (1995). Academic lives of neglected, rejected, popular, and controversial children. *Child Development*, 66, 754-763.

Whitehurst, G. J. (2016, March 24). *Hard thinking on soft skills*. Retrieved from Economic Studies at Brookings: <https://www.brookings.edu/wp-content/uploads/2016/07/Download-the-paper2.pdf>

Zimmerman, B. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91.

Zuffiano, A. (2013). Academic achievement: The unique contribution of self-efficacy beliefs in self-regulated learning beyond intelligence, personality traits, and self-esteem. *Learning and Individual Differences*, 23, 158-162.

WHAT DO YOU THINK?

Do you have quick comments or questions on this brief? Click [here](#) and let us know.

