



Advances in SEL Research

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From the SIG Chair

Roger P. Weissberg

In our first year, the SEL SIG has made giant strides. Our membership, 119 and growing, along with the 60+ annual meeting proposal submissions that our Program Chairs received, underscores the widespread interest SEL enjoys within the educational research community. You will find the schedule of presentations sponsored by our SIG to be given at the AERA annual meeting in March elsewhere in this second issue of *Advances in SEL Research*.

This issue features:

- a summary of the results of a recent on-line SIG membership survey conducted by our Membership Chair, Erica Frydenberg
- a feature on this year's inaugural recipients of the early-career SEL research and practice Joseph E. Zins Awards given by the Collaborative for Academic, Social and Emotional Learning (CASEL), Sara Rimm-Kaufman and Victoria Blakeney
- an overview of the findings from a recently completed meta-analysis of SEL programs, written by graduate student Allison Dymnicki and colleagues
- an article on a recent meeting on SEL assessment issues held at the Garrison Institute in New York by SIG Program Chair Elect Patricia Jennings
- international perspectives on SEL from Canada and Australia by SIG Membership Chair Elect, Kimberly Schonert-Reichl, and Membership Chair, Erica Frydenberg, respectively
- a statement by graduate student David Adams on how he got interested in SEL
- the first installment of descriptions of SIG members' SEL-related research to promote networking

Our newsletter editor, Robin LaSota, would love to hear from you with comments on the newsletter and how we can use it to better serve the SIG. The next

issue will be published in May. We also encourage you to correspond directly with SIG officers with your thoughts on how the SIG can better meet your needs and to let us know of your interest in serving as a SIG officer.

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In the meantime, I look forward to seeing many of you in New York City during the last week of March at the AERA annual meeting.

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The Benefits of School-Based Social and Emotional Learning Programs: Findings from a Meta-Analysis

An emerging body of research suggests the importance of social and emotional learning (SEL) programming in developing children who are successful in school and in life (Greenberg et al., 2003; Zins et al., 2004). We conducted a meta-analysis of 207 school-based SEL

programs to explore impacts on students' attitudes, behaviors, and school performance.

To be included in the review, all studies had to focus on improving students' social and emotional development by emphasizing competencies such as intrapersonal and interpersonal awareness, self-management, realistic goal setting, and responsible decision-making. Studies included students aged 5-18 without any identified problems (i.e. programs were directed at the general population, not a select group of high-risk students) and compared the results of experimental students to a control group on one of six outcome areas: (a) social and emotional skills; (b) attitudes toward self, others, and school; (c) positive social behaviors; (d) conduct problems; (e) emotional distress (i.e., anxiety and depression); and (f) academic performance (i.e., students' grades and achievement test scores). We searched for both published and unpublished studies to obtain a representative sample.

Results indicated positive benefits for SEL program participants in all six outcome areas. Students' social and emotional skills, attitudes, and social behavior improved, while their conduct problems and emotional distress decreased. Contrary to the worries of some, these benefits did not come at the expense of students' academic performance. In fact, experimental students performed 11 percentile points higher than control students on standardized achievement tests. In addition, follow-up data suggested that positive benefits in all six domains persist over time, although to a lesser degree.

We identified three major formats of school-based SEL programs: classroom programs conducted by teachers, classroom programs conducted by researchers, and multi-component programs conducted by school staff with classroom-based strategies and additional school-wide or family components. The meta-analysis found that classroom programs conducted by teachers produced effective results in all six outcomes areas, multi-component programs produced effective results in four areas, and classroom programs conducted by researchers produced effective results in only two outcome areas. These results suggest that school-based interventions can be administered effectively by school personnel as part of the normal school day and do not require bringing in researchers or delegating this type of programming to after-school activities.

Level of implementation (i.e., how closely the intended program was conducted as intended after it began) influenced outcomes significantly. Specifically, studies that reported problems with implementation produced positive effects in only two outcome areas (attitudes



Join the SEL SIG Business Meeting!

Thursday, March 27, from 6:15 to 7:45 p.m., followed by a reception.

Watch the SEL SIG web site and the AERA annual meeting program for the location.

Featuring: Keynote speech by *Mark T. Greenberg*, Bennett Chair of Prevention Research and Director of the Prevention Research Center at Penn State University
“How SEL Promotes Cognitive and Academic Achievement: Teaching, Learning, and Neuroscience”

Featuring: Dr. Mark Greenberg

Dr. Mark Greenberg is the Bennett Endowed Chair of Prevention Research in the College of Health and Human Development and the Director of the Prevention Research Center for the Promotion of Human Development at Penn State University. He is also a member of the leadership team of CASEL, the Collaborative for Academic, Social, and Emotional Learning. Dr. Greenberg is the author of more than 100 articles and chapters on understanding the development of aggression, violence, and externalizing disorders. Since 1981, he has been examining the effectiveness of school-based curricula (The PATHS Curriculum) to improve the social, emotional, and cognitive competence of elementary-aged children. Since 1990, he has served as an Investigator in Fast Track, a comprehensive program that aims to prevent violence and delinquency in families.

and conduct problems), whereas programs that reported no implementation problems found positive effects in all six outcome areas.

To ensure the best possible outcomes, schools need to spend time carefully choosing evidence-based SEL programs that fit their specific needs and closely monitor program implementation once that program begins.

A full report (*The Effects of Social and Emotional Learning on the Behavior and Academic Performance of School Children*, Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., and Schellinger, K.B.) will be released in early 2008.

Our appreciation goes to the William T. Grant Foundation and the Lucile Packard Foundation for Children's Health for their support.

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Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

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SEL in the Media

EdWeek

(See: Vol. 27, Issue 16, Pages 1, 15 <http://www.ed-week.org/ew/toc/2007/12/19/index.html>)

With release of the findings of a research synthesis at a national forum held in New York City in December, 2007, the benefits of social and emotional learning (SEL) recently gained national media recognition. The *EdWeek* article cited here features the soon-to-be published meta-analysis of 207 studies.

The article also interviewed Carol S. Comeau, Superintendent of Schools in Anchorage, who reported that policymakers and educators at the K-12 level can be reluctant to incorporate the teaching of social and emotional skills into the curriculum. But after three years of implementing lessons in SEL as part of their regular instructional program, student test scores across this 48,500-student district have increased. It is much more difficult to argue with such success, Comeau commented.

Also in the *EdWeek* article is an interview of David Osher, lead researcher of an ongoing study of the American Institutes for Research (AIR). “When the school climate and school connection measures go up,” Dr.

Osher said, he has found that “students’ performance on statewide tests in reading, mathematics, and writing also goes up.” The AIR study surveys staff members and students across a district in grades 5-12 on measures of school climate — factors, such as the extent to which students feel safe and cared for in schools, whether parents are involved in schools, and the pervasiveness of student drug and alcohol use.

O Magazine, January 2008

As part of a feature article on cultivating high self-esteem, this issue of *O* features the Collaborative for Academic, Social, and Emotional Learning (CASEL), along with CASEL-reviewed programs such as Lions Quest, which is being used in the Hinsdale, IL School District. The article interviews bestselling author Daniel Goleman, author of *Emotional Intelligence*, and one of the founders of CASEL; Mary Utne O’Brien, Vice-President for Strategic Initiatives for CASEL; Linda Lantieri, founding CASEL board member and co-founder of the Resolving Conflict Creatively Program; and Carol Gilligan, author of *In a Different Voice*, and professor of humanities and applied psychology at New York University. The article also describes three exercises from a California-based international nonprofit organization called Six Seconds, which specializes in offering training in social and emotional intelligence:



http://www.oprah.com/omagazine/200801/omag_200801_selfesteem.jhtml

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Findings from an SEL SIG Member Survey

The AERA Special Interest Group (SIG) on Social and Emotional Learning (SEL) conducted an online survey in November 2007 to enable us to get better acquainted with our members and their interests. In response to a survey question about members’ organizational affiliations, almost half of the 25 survey respondents reported that they work in higher education. The rest were divided among teaching, counseling, or research in other settings. While 12 respondents described their work as “applied,” 18 said their work relates to SEL, either as a

researcher, developer, or evaluator of SEL programs.

Reasons given by respondents for joining the SEL SIG included opportunities to:

- network/meet people with similar interests (15)
- learn from others (8)
- get to know the latest research, programs and literature (7)
- participate in advancing the field (3)

Respondents proposed the following as possible SIG activities:

- publication of a newsletter about “what’s going on in the field,” such as identifying relevant articles and conferences (5)
- a member directory that would facilitate getting to know what others are doing, where they live, what their interests are (5)
- sponsoring online discussions, listservs, and blogs (4)
- sharing resources (e.g. articles) via the Web (i.e., blog, wiki) (3)
- announcing conferences and workshops through the SIG web page (2)

Initiatives that people would like the SIG to undertake included:

- establishing a grant/award for (young) researchers (9)
- providing funding to enable graduate students to attend AERA annual meetings (9)
- collaborating on research projects (5)
- supporting networking/mentoring (4)
- hosting a conference or establishing a journal (3)

Resources that respondents wanted to share included:

- articles and book chapters (10)
- assessment measures and tools
- PowerPoint presentations (9)
- links to personal webpages from the SEL SIG webpage (5)

One member summarized a larger purpose for membership in the SEL SIG: “I am always interested in the research because it lays the foundation for policy change. One thing I would like to see is support for establishing policies and legislation around implementation of SEL standards.”

The author of this report on the SEL SIG member survey appreciates the contribution of visiting researcher, Karen Hoffman (University of Leipzig), who compiled the responses and produced an earlier version of the report.

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The SEL SIG Congratulates Zins Awards Recipients, Sara Rimm-Kaufmann and Victoria Blakeney

The Collaborative for Academic, Social, and Emotional Learning (CASEL) established the Joseph E. Zins Award for Early Career Researchers and Practitioners in SEL to honor the memory and promote the work and life-long professional passions of our beloved colleague Joe Zins. Joe cared about growing the field of SEL. He cared about nurturing the young scholars and practitioners in SEL who would lead the next generation of work in this field. His own work exemplified the blending of rigorous scientific research with applications in school practice, which is a hallmark of this CASEL award established for early-career professionals in the field of social and emotional learning (SEL). Early in the life of CASEL, Joe Zins drew a card with the word “Purpose” on it during a CASEL Leadership Team reflection exercise. Many years later at his last CASEL gathering, he told his CASEL friends that although back then he did not know the card’s precise significance for him, he knew it was important and had thus held on to the card for all these years. Joe said he had come to realize that CASEL was his professional purpose. CASEL’s work to improve children’s social, emotional, and academic competence was most important to him, and he wanted to support these efforts in whatever way best served the organization and children. Two short weeks after this meeting, Joe died suddenly. CASEL and many generous donors knew that we needed to honor Joe’s commitment to CASEL and its work to improve the school and life success of children.

CASEL plans to present this award annually to two young professionals who have made and will continue to make outstanding contributions to advance the science or the practice of preschool to high school SEL. One award will be given to a recipient for his or her

outstanding research contributions to the field of SEL, and one award will be given to a practitioner, whose individual efforts are bringing evidence-based SEL to a sustainable system wide level in a school, district, or even across a state.

This inaugural year, the Awards Selection Committees chose from among 14 finalists sent to them by 40 distinguished and influential researchers and practitioners. Collectively, these individuals are making significant theoretical contributions to the field of SEL; designing, implementing and evaluating innovative and effective preventative SEL interventions and practices; bringing evidence-based SEL to a sustainable systemwide level in a school, district, or even across a state; and influencing local and state policies in the area of SEL.

This article features a summary of the work of this year’s two Zins Award winners. We trust that the remarkable scope, breadth, and creativity of their



work shines through, as well as their absolutely unshakable determination to improve the lives of children through social and emotional learning. What may also be apparent is that although we separated these awards into research and practice categories, this distinction falls away at the individual level. Finalists in the practice category almost invariably research and document the impact of their practices; finalists in the research category are designing interventions for practitioners, and are often in the classroom piloting their programs or teaching; and there are finalists in both categories advocating for SEL-related policies at the state and national level.



SEL Research Award Winner: Sara Rimm-Kaufman, University of Virginia



Dr. Sara Rimm-Kaufman is an associate professor of Educational Psychology at the University of Virginia, and Director of the University of Virginia Social Development Laboratory. Her research focuses on the contributions of

teachers and classroom social processes to children's social, emotional, and academic learning, especially for children at risk for school failure. In addition, her research examines the contributions of SEL interventions for improving teachers' capacity to work with children and the quality of their instruction, as well as enhancing children's academic and social performance.

Since 2001, Dr. Rimm-Kaufman has been conducting research on the CASEL SElect program, Responsive Classroom (RC). This approach to children's growth and development is designed to create classroom climates conducive to social and academic learning. Rimm-Kaufman has just received a grant from the Institute for Education Science to conduct a larger, randomized control trial of the RC approach, which will also examine the interactions between teacher capacity building, student SEL skills, and an inquiry-based math curriculum. An additional goal of her research is to examine and emphasize the role of teachers as facilitators of social and emotional skill development in schools.

Rimm-Kaufman received her M.A. and Ph.D. from Harvard University in Developmental Psychology.

Sample Publications

Rimm-Kaufman, S.E., Fan, X., Chiu, Y.I. & You, W. (2007). The contribution of the Responsive Classroom approach on children's academic achievement: Results from a three-year longitudinal study. *Journal of School Psychology, 45*, 401-421.

Rimm-Kaufman, S.E., & Chiu, Y.I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools, 44* (4), 397-413.

Rimm-Kaufmann, S.E., Storm, M.D., Sawyer, B.E., Pianta, R.C., & LaParo, K.M. (2006). The teacher belief Q-sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. *Journal of School Psychology, 44*, 141-165.



SEL Practice Award Winner: Victoria Blakeney, Anchorage School District, AK



Since 2004, Victoria Blakeney has been the Social and Emotional Learning Curriculum Coordinator for the Anchorage School District. Working with a district committee, and consulting with national experts on SEL, she led the effort to develop district SEL standards and benchmarks, and is currently

working with teachers to develop the district's SEL standards-based report card. She and her team have aligned the SEL standards with over fourteen school programs and curricula, and are training teachers to infuse SEL standards into their lesson plans. Blakeney also serves on the district's Culturally Responsive Education Action Committee, and took a leading role in designing a Culturally Responsive Teaching Continuum, which provides teachers with a rubric for evaluating the cultural responsiveness of their teaching practices. She has trained teachers throughout the district in using both the Continuum and the SEL standards at conferences, staff meetings, credit classes at the local university, and in pre-service trainings. She serves as the coach for a district high school piloting the SEL standards, helping the team of teachers to write and implement SEL standards-based curriculum they use in their high school advisory. After the first year, the program has shown promising results on academic engagement, achievement, and discipline.

Blakeney holds degrees in education and educational leadership from Western Washington University and the University of Alaska. She began her education career teaching 9th-12th grade English in Alaska, taking a two-year hiatus to teach and serve as a teacher mentor in the Hungarian Public School System. As a teacher in Anchorage, she successfully employed SEL teaching practices to lead a group of students deemed "not likely to pass the High School Graduation Qualifying Exam" to a 93% passing rate, far exceeding anyone's expectations.

Mary Utne O'Brien

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Post-doctoral Position for the Responsive Classroom Efficacy Study at the University of Virginia, Center for the Advanced Study of Teaching and Learning

- Seeking a post-doctoral candidate to collaborate on a randomized controlled trial of the Responsive Classroom Approach and mathematics instruction
- Position involves instrument development, developing protocols, establishing validity and reliability, conducting data analyses, presenting and writing findings
- Ph.D. in Education or Developmental Psychology required
- Candidate must have demonstrated proficiency with measurement development, data analysis and assessment; and a track record of presenting and publishing research
- Send a cover letter, curriculum vitae, graduate school transcript, two representative publications, and name and contact information for three professional references to: Sara Rimm-Kaufman, Associate Professor, University of Virginia, P. O. Box 400265, Charlottesville, VA 22904.

For more information about the position, contact Sara Rimm-Kaufman at serk@virginia.edu.

SEL in Anchorage, Alaska

The Anchorage School District adopted SEL standards and benchmarks districtwide in 2004. Each grade level implements an appropriate curriculum for that age. All grade levels prioritize building positive school climates and connectedness and use a normed and validated survey in order to rate the students' impression of their schools. Schools then use the data to "move the needle" in improving the climate of their schools.

In Anchorage elementary schools, many schools use the RCCP (Resolving Conflict Creatively Program) to teach students SEL skills. The district aligned the reading curriculum and health curriculum with the SEL standards, such that teachers intentionally focus on an SEL standard while teaching other lessons. The district recently designated Health/SEL Specialists, who teach these subjects as a pull-out for all students as a way of ensuring that every student has a chance to learn this information. Anchorage schools are also field-testing an SEL Standards Based Report card, using rubrics that Dr. Robert Marzano helped to design. The goal is to replace the current "behavioral" emphasis of the report card with a focus on social and emotional learning competencies. The school district uses an SEL coach who works with teachers implementing the field-test to gather data and train them in the use of these rubrics and assessments.

All Anchorage middle schools adopted the Aggressors, Victims, and Bystanders (AVB) program. They also use an SEL coach that models lessons and works with

the staffs to provide professional development and to find ways to infuse the SEL and AVB lessons into the curricula.

In Anchorage high schools, students themselves host the Change of Heart program, a one-day seminar to build a caring and supportive community. Upperclass students run the program for all ninth-grade students in the participating schools. Additionally, two high schools pilot intentional SEL-skill building through advisories and a ninth-grade academy.

With the guidance and support of the Safe and Drug Free Schools program, the district is developing a training program for school administrators. This program will include individual coaching with a pilot group of principals to apply reflective practices and build their own SEL skills.

Victoria Blakeney

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Please visit the SEL SIG website at:

http://www.aera.net/?menu_id=352&id=3062

Pursuing SEL Research in Graduate Study: Over-Classification of African American Males with Behavior and Emotional Disorders (BED)



“Psychology, huh? So....what are you going to do with that?” A smirk, maybe even a smile, would accompany that inevitable question, with a mixture of pity and curiosity. In search of my answer to this question, I entered the field of Social-Emotional Learning. I have always had a strong interest in education. As an African Studies

minor and a Psychology major at Rutgers University, this interest became a passion. I have always believed in the transformative power of education to improve oneself and one’s community. This transformation is particularly needed in inner cities where so many risk factors contribute to the difficulties children face.

The deeper I came to appreciate these factors, the more I became convinced that education in and of itself is only part of the solution. Especially in the inner city, schools have to actively work against the many harmful influences that so often surround children in order for them to excel. It is evident to me that although it is imperative for a child to acquire the skills they need to succeed in school, they must also have the skills to succeed in life.

This train of thought led me to examine the relationship between children classified under the special education category of Behavior and Emotional Disorders (BED) and various educational outcomes. Although classroom management and behavior tend to be an issue in inner city schools in general, students classified as BED have a number of characteristics that warrant special concern. Specifically, at 51%, BED students have the highest drop-out rate, fail more courses, miss more days of school, earn the lowest grades, and are more likely to be retained at grade than students in other disability categories and the general population. (U.S. Department of Education, 1998; Wagner et al., 2005). Furthermore, at the secondary school level, 72.9% of students classified as BED have been suspended or expelled from school at some point in their careers (Wagner et al., 2005). This is more than more 2.5 times the rate of students with other disabilities (27.6%) and more than three times the rate of the general population (22%) (Wagner et al., 2005).

The challenges of students with BED are influenced by a number of characteristics that have an effect on their educational success. In comparison to students with or without disabilities, children with BED are more likely to be economically disadvantaged, male, and African American (U.S. Department of Education, 1998). Specifically, while males are over-represented as a whole in special education, they are highly overrepresented in the category of BED, making up 80% of that population (Wagner et al., 2005, U.S. Department of Education, 1998).

My research interests include studying systemic interventions such as SEL to better understand their impact on the behavior of students in school and in life. These statistics are not immutable. Through combined efforts of research and practice, I believe that we can work to change the outcomes of these children in school and in life.

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Social Emotional Learning in Australia

Australia is a country with a population of 20 million inhabitants. Since 1945, it has received over six million immigrants from 232 countries. In land area, Australia is the sixth largest nation after Russia, Canada, China, the United States of America, and Brazil. However, with an expansive land area of almost 7.7 million square kilometers, Australia has the lowest population density per square kilometer. Australia includes six states: New South Wales (NSW), Victoria, Queensland, South Australia, Western Australia, Tasmania, and the Northern and Australian Capital Territories. While there is a Federal Education system, the States and

Territories remain primarily responsible for education policy and practice. This leads to considerable diversity in local implementation. Additional complexities arise since there is both a government and a non-government educational sector. The non-government sector comprises a range of schools affiliated with Christian denominations, including a large Catholic sector and other non-denominational Christian, religious, ethnic, and cultural schools. Thus there is no single uniform approach to the general curriculum, and no uniform national approach to a Social Emotional Learning (SEL) curriculum.

Although there is no nationally prescribed SEL curriculum, educational leaders increasingly acknowledge the link between SEL and academic achievement. The terminology of social and emotional wellbeing or student wellbeing appears in many school systems and policies. Australian schools already implement a range of SEL-related initiatives, including programs to promote resilience that include SEL components, as well as a specific national program to explore values, counter bullying and racism, and create safe schools.

Some states increasingly work to embed SEL in the curriculum. The State of Victoria, for example, developed the Victorian Essential Learning Standards. This is a recently mandated curriculum framework for Victorian schools that includes the strand of physical, personal and social learning and the personal and interpersonal domain. Other Australian States are incorporating similar themes in their curriculum frameworks.

Despite the development of state curriculum frameworks, schools vary considerably in their implementation of SEL integration into the curriculum and the precise scope, sequence and prioritizing of SEL. Schools with an interest in SEL may choose to adopt any of the numerous commercially available programs or participate in other optional national government funded programs. For example, MindMatters, is a national mental health promotion resource for secondary schools that provides a website, resources, and professional development for teachers. Australian elementary schools pilot a national pre-adolescent program, KidsMatter, which includes SEL among its four components.

With funding from the federal government, the Hunter Institute of Mental Health in the State of New South Wales promotes initiatives that related to mental health, including SEL. The Hunter Institute publishes Education Connect, an occasional paper for all teachers, focusing on social emotional wellbeing in education. The Australian Council for Educational Research, a not-for-profit government-funded organization, hosts conferences on the general theme of wellbeing.

The Catholic Educational Office in Melbourne implements significant initiatives to ensure that student wellbeing, including social emotional learning, is on the agenda in the Catholic education sector. Student wellbeing is part of the system's school improvement framework. The Catholic system recently established student wellbeing coordinator roles in elementary schools with the aim of achieving coordinated whole-school, preventative approaches to social and emotional wellbeing. The State system in Victoria created similar coordinating positions in elementary and secondary schools to support student wellbeing and SEL programming at universal or targeted levels.

There is no single organization that coordinates efforts in the social-emotional educational domain. Educational leaders in this field envision a collaborative that would bring key players in this field together. Initially, this collaborative will be established in Victoria, which already implements a range of SEL-related activities and demonstrates considerable interest. A national initiative would then be launched to include annual conferences and support from a range of interest groups.

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Canadian SEL Initiatives

In Canada, a number of SEL initiatives have emerged in the last several years. For example, in British Columbia in 2000, the Ministry of Education identified social responsibility as one of four “foundational skills,” as important as reading, writing, and numeracy. The framework for BC’s Social Responsibility Performance Standards includes a common set of expectations for the development of students along four categories: 1) Contributing to the classroom and school community, 2) Solving problems in peaceful ways, 3) Valuing diversity and defending human rights and, 4) Exercising democratic rights and responsibilities. Since its inception, schools foster the promotion of social responsibility across the province, even though it is not considered mandatory. Both individual schools and entire school districts now incorporate social responsibility as a critical education goal, and develop systems to support successful implementation. A recent policy change is the inclusion of social responsibility on primary grade students’ report cards. Now teachers provide comments on student skills on the four dimensions of social responsibility.

As a result of the need for coordinated social responsibility implementation, a group of school and university educators in British Columbia created an association. The association -- Social Responsibility and Collaborative Learning Environments (SRCLE, 2006-present) -- includes representatives from school districts across British Columbia along with Drs. Schonert-Reichl and Hymel, who are interested in expanding knowledge and implementation of social emotional learning, social responsibility and social justice within schools. The Association's mission is: "...to support research and practice emphasizing the social-emotional-ethical (moral) development of children and youth as a foundation for academic growth and as a context for building a safe, caring and inclusive community that fosters universal human qualities (compassion, fairness, respect) that underlie socially responsible citizenship."

Canada also started a national center for promoting SEL in Canada -- Promoting Relationships & Eliminating Violence (PREVNet, see www.prevnet.ca). This is a National Centres of Excellence (2006-2010) initiative, led by Dr. Wendy Craig, Queens University and Dr. Debra Pepler, York University. Shelley Hymel is part of the Executive Team of PREVNet. The mandate of PREVNet is to develop a national strategy to "promote relationships and eliminate violence" among children and youth. PREVNet fosters partnerships between researchers and non-government national organizations as well as local school and community agencies, initially focusing on bullying and victimization.

Over the past year, SRCLE members met every 4-8 weeks to develop a provincial and eventually a national initiative patterned after the work of the U.S.-based Collaborative for Academic, Social, and Emotional Learning (CASEL). In August 2007, in collaboration with PREVNet and CASEL, the SRCLE group hosted an initial working group meeting aimed at developing a Canadian-based resource that highlights programs and practices developed by and/or used in Canadian schools and communities to enhance social and emotional development in children and youth, similar to CASEL's *Safe and Sound* resource. PREVNet currently contacts program developers across the country in order to identify existing programs to include in this new Canadian guide.

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Assessment for Social, Emotional, and Academic Learning with Preschool and Elementary-School Children

Special Report from the Garrison Institute, Garrison, NY: October 16-18, 2007

On October 16-18, twenty-five scholars, leaders, and funders gathered in a retreat setting at the Garrison Institute. The result was identification of priorities to provide guidance to educators and policy makers on appropriate assessment strategies and systems that foster the social-emotional development and academic performance of preschool and elementary-school children.

Co-sponsored by the Fetzer Institute, the Garrison Institute and the Collaborative for Academic, Social and Emotional Learning (CASEL) and co-chaired by CASEL President Roger Weissberg and George Mason University Professor Suzanne Denham, discussions focused on the following three core areas:

1. Important social and emotional learning (SEL) competencies and literacy/academic outcomes for 3- to 10-year olds, their inter-connections, and how to assess these appropriately (e.g., overarching strategies and specific tools).
2. Contextual and practice factors that influence student behaviors, including (a) those that correlate with positive and negative child outcomes; and (b) those that promote learning and developmental outcomes in evidence-based prevention and intervention programming.
3. Strategies to use data emanating from appropriate SEL assessments for system planning, evaluation, and accountability.

Participants discussed the importance of developmentally and culturally appropriate assessment systems that link preschool and elementary school programming, with a focus on children's social and emotional development. There was consensus that there should be: (1) emphasis on both the child and the context; (2) a strength-based focus; (3) scientifically useful and feasible assessment tools; (4) attention to the infrastructure, professional development and supports for administration; (5) benefits for individual teachers and individual children but also aggregation of data to guide system planning; (6) a vision of the future that considers evolution of preschool to be part of formal schooling and recognizes the potential of technology for collecting and rapidly reporting data. Finally, there would be recognition from the outset that assessment

systems can have negative unintended consequences that we would want to anticipate and overcome.

Patricia Jennings

Director of the Initiative on Contemplation and Education, Garrison Institute, and faculty member, San Francisco State University

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SEL SIG Member Research Features

Play Nice: Kindergarteners With Social Skills More Likely to Succeed

Although mastering the ABCs and counting to 10 are crucial kindergarten skills, research increasingly suggests that sharing and making friends are the keys to early success in school. Young children who are well liked by their peers, are able to make friends, and can control their own emotions tend to enjoy school more and do better academically. Developmental psychologists have found that social-emotional competence of young children predicts their academic performance in first grade, even when controlling for their actual cognitive skills (traditional school smarts) and family backgrounds (Raver and Knitzer, 2002).

Dr. Susanne Denham, Director of the Applied Developmental Psychology Department at George Mason University began the ASESSR Project (Assessing Social and Emotional Skills for School Readiness) in 2006. The ASESSR Project, funded by a grant from NICHD, began with more than 350 preschool students with the aim of studying their social and emotional development over time. With the aid of Associate Research Professor, Dr. Heather Warren, and Assistant Research Professor, Dr. Hideko Hamada Bassett, and a team of Graduate and Undergraduate students, Dr. Denham conducts a 5-year study of 3-, 4-, and 5-year-olds. Data collection teams travel throughout the Northern Virginia area to work with preschoolers in both Head Starts and Minnieland Private Day Cares located in Fredericksburg, Woodbridge, and Manassas.

The team uses a variety of different measures and observation techniques, along with teacher questionnaires to assess each child's social and emotional skills. For example, to determine the preschoolers' knowledge about emotions, the researcher uses puppets to act out emotionally charged scenarios. As examples, the puppet gets an ice cream cone, or has their bike stolen. The

child is then asked how they would feel if they were in the puppet's position. What seems like story telling and games is actually a reliable measure that indicates a vital part of a child's emotional competence. Other measures include stories about challenging situations with peers, tasks that require complying with adult requests (e.g., taking turns), waiting, and being able to persist (e.g., in putting small toys away in their correct bins). The teams also observe each child's emotional expressions, ability to regulate emotions when interactions go awry, and specific play skills with friends. Finally, teachers answer questions about how the child is adjusting in their preschool program and how well they get along with others.

Another crucial piece of the ASESSR project is making these social-emotional assessments more user friendly for teachers and other school professionals. The measures currently being used will be shortened and streamlined into an accessible battery of social-emotional assessment tools. Dr. Denham hopes to increase teachers' awareness about the importance of social and emotional skill development, as well as provide a way for school professionals to use these techniques to predict a child's school success.

Dr. Susanne Denham

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Promoting Social and Emotional Learning through an Asset-Based Service-Learning Art Curriculum: An Overview of Our Work

In a recent article, Russell and Hutzel (2007) provided a conceptual framework to encourage teachers to explore ways social and emotional learning (SEL) and art education can enhance each other. Service-learning art projects offer one example, employing collaborative asset-based methods integrated with direct SEL instruction. Advantages provided from combining these methods result from students confronting social-emotional issues within community art tasks through personal reflection, social interaction and problem-solving. When teachers make explicit their goals regarding developing SEL skills with students, they are more intentionally practiced and reflected on by the students in real

time, authenticated by real situations, and purposely explored-expressed through artistic form.

Our continued work examines the results of applying an asset-based collaborative art experience with direct SEL instruction by providing students opportunities to intentionally practice SEL skills as they reflect on the collaborative service-learning experience. The inherent nature of art for emotional expression through such collaborations is also explored. Action research is the vehicle for this study focusing on a curriculum developed with Koons for her middle school students partnering with pre-school children. A first study revealed that the adolescents changed their behavior when working with the children, from somewhat unruly behavior and decision-making to helpful and mature guidance of their younger partners. This study and a second comparative-analysis study in process suggest the need for further research to explore the potential for promoting SEL through role-modeling activities, in addition to our original proposal for promoting SEL through asset-based collaborative art education experiences.

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Social and Emotional Learning Instruction Through Physical Education in Finland

Since 1995, Professor Taru Lintunen has taught social and emotional skills at the University of Jyväskylä, Finland. Her work includes both program development and scholarly research. Her program is based on social psychological research on group processes, basic counseling and communication skills, research on emotional intelligence, eco-systemic approach and experiential learning. The main research objective of the process-oriented qualitative studies is to describe and understand the different phenomena connected with the practice, learning, and use of socio-emotional skills of children, students, and school teachers. Specifically, the research team studies the contextual level interactive processes that take place during social and emotional learning.

For more information, see:

Lintunen, T. & Kuusela, M. (2007). Social and emotional learning in physical education. In J. Liukkonen,

Y. Vanden Auweele, B. Vereijken, D. Alfermann, & Y. Theodorakis (Eds.), *Psychology for Physical Educators*. Champaign, IL: Human Kinetics, pp. 75-83.
Lintunen, T. (2006). Social and emotional learning in the school physical education context. In: F. Boen, F. B. De Cuyper, & J. Opdenacker, (Eds.), *Current Research Topics in Exercise and Sport Psychology in Europe*. Leuven, Belgium: LannooCampus, pp. 25-33.

Taru Lintunen, University of Jyväskylä, Finland, taru.lintunen@sport.jyu.fi



Using Metrics to Continue SEL Program Effectiveness

WINGS conducts research to guide replication and sustain programming, while maintaining quality and effectiveness. Over 10 years, Wings built a strong track record for helping kids succeed through social and emotional learning programs. Program data gathered from this Charleston, S.C, nonprofit indicates that building social/emotional skills within afterschool programming increases attachment to school and decreases self-defeating behavior. Researchers from Yale University's Health, Emotional, and Behavior Laboratory measured significant improvement in rates of absenteeism, tardiness and teachers' assessments of social development outcomes for the 2005/06 school year.

Through field-tests, WINGS learned the value-added from strategies and practices implemented in partnership with existing afterschool programs in Charleston and Washington, D.C. In response to uneven implementation of the program, WINGS implements a performance management system designed to measure and monitor the outcomes of each child in alignment with the efforts of staff. The addition of three new WINGS-run programs over the next two years will be accompanied by formative and summative evaluations that track the progress on desired outcomes of at least 400 kids.

Ginny Deerin, Founder and CEO, Wings for Kids, Inc.
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New Research-Based SEL Program for Middle School Students: Second Step

As the Collaborative for Academic, Social and Emotional Learning (CASEL) conducted its meta-analysis of 207 studies of Social and Emotional Learning (SEL) programs, Committee for Children also conducted a literature review to inform the creation of a new SEL program for middle school students.

This review found that well-designed, well-implemented, teacher-taught SEL programs can promote students' social and emotional development, prosocial behavior, academic performance, and prevent risky behaviors. In consultation with nationally known experts, the Committee for Children researchers identified relevant research and theory on social and emotional development in early adolescence. Risk and protective factors, early adolescent development (including brain development), and social learning theory emerged as the research foundation. The result is Second Step: Student Success through Prevention, a complete "re-vision" of our current Second Step Program for middle grades. Its goals are to promote school success and prevent bullying, substance abuse, and violence.

Findings from the research on risk and protective factors informed the comprehensive scope of the new program. This research highlights the key role social and emotional skills play in protecting youth from multiple risky behaviors. The key protective factors of social skills, along with school connectedness, are central to the program design and specifically mitigate against the risk factors for violence and substance abuse.

The program teaches the following key social and emotional skills:

- ☀ Empathy and perspective taking
- ☀ Communication skills, including respectful disagreement and assertiveness
- ☀ Emotion management and coping with stress
- ☀ Problem-solving, decision-making, and goal-setting
- ☀ Help-seeking

Research on early adolescence suggests that, because there is a significant spike in problem behaviors during the transition to high school, it is important to intervene during the middle school years. Current research on brain development shows that competent self-control may not be completely developed until a full decade after early adolescence (Dahl & Hariri, 2004). The social and emotional skills taught in the program scaffold the development of students' abilities to regulate their emotions and to develop their problem-solving skills.

The program incorporates developmentally appropriate teaching strategies, including group and partner activities and skill practice. A multimedia DVD accompanies each lesson and includes dramatic vignettes, interviews with real students, and video demonstration of skill practices. The concerns of educators and young teens today are represented in the content, which includes cyber bullying, sexual harassment and future goals. Students are also given information about their brains, bodies and emotions.

Initial teacher feedback indicates that Second Step: Student Success Through Prevention successfully fills a gap in comprehensive prevention programs for early adolescents. Teachers report that the program was engaging to students and fun and easy to teach. "This program gives kids a way to be able to focus on school, how to do school, and how to deal with their personal issues. That's why this program is so important." - Darice Johnson, Seventh Grade Teacher.

Bridgid M. Normand, Program Developer, Committee for Children; 206-438-6333; bnormand@cfchildren.org

Sabina Sadberry, Ph.D., Researcher, Committee for Children; 206-438-6333; ssadberry@cfchildren.org

More information on Second Step: Student Success Through Prevention is available at www.cfchildren.org/programs/ssp/ms/



Website and Newsletter Features SEL SIG Member Research

You are invited to submit brief descriptions of resources and research in the field of social and emotional learning for inclusion in the resources section of the new SEL SIG website. Send your resource recommendations and descriptions to our Communications Chair Elect, Susan Rivers, at: susan.rivers@yale.edu.

You may also submit brief descriptions of resources, research, training guidebooks, or tools in the field of social emotional learning to feature in the newsletter. Submissions can be a short paragraph or a page (250 words in length). We look forward to learning more about your work and sharing it broadly with researchers, policymakers, practitioners, and others who work to develop social and emotional learning skills among children, youth, and families.

*Robin LaSota
Newsletter Editor
educationalrd@yahoo.com*



Social and Emotional Learning (SEL) Special Interest Group (#170)

Schedule of Sponsored Sessions for AERA Annual Meeting, March 2008

Monday, March 24

Symposium: *Addressing the Design and Implementation Issues Involved in Conducting SEL Intervention Research*

Time/Location: 2:15pm-3:45pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Room F, Lower Lobby

Session Organizer: Melanie Elliott Wilson (3-C Institute for Social Development) Wilson@3cisd.com

Chair: Melanie Elliott Wilson

Participants: Melissa DeRosier (3-C Institute for Social Development); Melanie Elliott Wilson; Sterett Mercer (3-C Institute for Social Development); Natalie O'Brien (3-C Institute for Social Development); Janey McMillen (University of North Carolina); Ron Anderson (SELmedia, Inc.)

Discussant: Susan E. Rivers (Yale University) susan.rivers@yale.edu

Interactive Symposium: *Assessing Social and Emotional Learning Through a Standards-Based Report Card*

Time/Location: 4:05pm-5:35pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Room B, Lower Lobby

Session Organizer: Victoria Lee Blakeney (Anchorage School District—Alaska) blakeney_victoria@asdk12.org

Chair: Victoria Lee Blakeney

Discussants: Enid Silverstein (Anchorage School District—Alaska) Silverstein_Enid@asdk12.org; Ann McKay-Bryson (Anchorage School District—Alaska) Bryson_Ann@asdk12.org

Tuesday, March 25

Symposium: *Conflict Resolution Education in Teacher Education (CRETE)*

Time/Location: 2:15pm—3:45pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Room F, Lower Lobby

Session Organizer: Lynette K. Mawhinney (Lincoln University) lmawhinney@lincoln.edu

Chair: Kristien Marquez-Zenkov (Cleveland State University)

Participants: Jennifer Batton (Cuyahoga Community College); Sarah Wallis (Ohio Commission for Dispute Resolution and Conflict Management); Tricia S. Jones (Temple University); Lynette K. Mawhinney (Lincoln University); Wendy Garrard (Vanderbilt University); Mark W. Lipsey (Vanderbilt Institute for Public Policy Studies)

Discussant: Janet Patti (Hunter College – CUNY) jpatti731@aol.com

Demonstration: *A Demonstration of Individually Administered Tests of Children's Social-Emotional Learning Ability*

Time/Location: 4:05pm-5:35pm/Sheraton New York Hotel and Towers, Executive

Session Organizer: Conference Center, Conference Room C, Lower Lobby
Clark McKown (Rush NeuroBehavioral Center)
Clark_A_McKown@rush.edu

Participants: Clark McKown; Laura M. Wood (Rush NeuroBehavioral Center) Laura_M_Wood@rush.edu; Meryl Lipton (Rush NeuroBehavioral Center) Meryl_Lipton@rush.edu

Wednesday, March 26

Paper Discussion: *Social and Emotional Learning Paper Discussion Session 1*

Time/Location: 9:05am-9:45am/Sheraton New York Hotel and Towers,
Metropolitan Ballroom, Metropolitan East, 2nd floor

Session Organizer: Patricia A. Jennings (Garrison Institute) tish@garrisoninstitute.org

Participants: Charles Tocci (National Center for Restructuring Education, Schools,
and Teaching); David Allen (Teachers College); Christine M. Greenhow (University of Minnesota); Kim Schultz (University of Minnesota); Dawn E. Pollon (IOSE/University of Toronto); Eunice Eunhee Jang (OISE/University of Toronto); Douglas E. McDougall (OISE/University of Toronto); Sara E. Rimm-Kaufman (University of Virginia); Susan E. Rivers (Yale University); Marc A. Brackett (Yale University); Peter Salovey (Yale University); Clyde Winters (Governors State University); Andrea E. Anushko (Fordham University); Aelesia Piscicella (Fordham University); Stephanie Margaret Jones (Fordham University)

Interactive Symposium: *The Role of Conditions for Learning in Improving Educational Quality: Policy and Practice*

Time/Location 12:25pm-1:55pm/Sheraton New York Hotel and Towers, Executive
Conference Center, Conference Room E, Lower Lobby

Session Organizer: David M. Osher (American Institutes for Research) dosher@air.org

Chair: David M. Osher

Discussants: Roger P. Weissberg (University of Illinois at Chicago) rpw@uic.edu; Greg Greicius (Turnaround for Children); Pamela Cantor (Turnaround for Children); Erika Van Buren (American Institutes for Research) evanburen@air.org; Peter Ballard (Chicago Public Schools) pballard@cps.k12.il.us; Kristen Burton (Chicago Public Schools) kburton1@cps.k12.il.us; Michael Kerosky (Anchorage School District—Alaska) Kerosky_Michael@asdk12.org; Kimberly Kendziora (American Institutes for Research) kkendziora@air.org

Thursday, March 27

Posters: *Social and Emotional Learning Poster Session*

Time/Location: 8:15am-9:45am/Hilton New York, Americas Hall, 3rd floor

Session Organizer: Patricia A. Jennings (Garrison Institute) tish@garrisoninstitute.org

Participants: Jessie Chiang (Ministry of Education – Singapore); Poh Hua Tay (Ministry of Education – Singapore); Kenneth W. Merrell (University of Oregon); Poh Teen Cheah (Ministry of Education – Singapore); Cheng Huat Quay (Ministry of Education –

Singapore); Raquel Palomera Martin (University of Cantabria); Philip B. Brown (Rutgers University); Virginia G. Stillson (Rutgers University); Linda M Bruene Butler (Social Decision Making/Problem Solving Program); Dahlia Shaewitz (American Institutes for Research); Kimberly Kendziora (American Institutes for Research); David M. Osher (American Institutes for Research); Chiaki Konishi (University of British Columbia); Shelley C. Hymel (University of British Columbia); Jeffrey Liew (Texas A&M University); Erin M. McTigue (Texas A&M University); Lisa Barrois (Texas A&M University); Jan N. Hughes (Texas A&M University); Heather Kiernan Warren (George Mason University); Hideko H. Bassett (George Mason University); Susanne Denham (George Mason University); Cybele Raver (New York University); Stephanie H. Schneider (Orange County Department of Education); Lucy Vezzuto-Anderson (Orange County Department of Education); Dennis Mun Yen Kom (Ministry of Education—Singapore); Valerie Bellas (Clark University); Wendy Grolnick (Clark University); Carrie L. Lobman (Rutgers University); Molly Stewart Lawlor (University of British Columbia); Kim A. Schonert-Reichl (University of British Columbia); Nate G. Mitchell (University of Louisville); Kathleen Moritz Rudasill (University of Louisville); Justin B. Moore (East Carolina University); Clark McKown (Rush NeuroBehavioral Center); Meryl Lipton (Rush NeuroBehavioral Center); Laura M. Wood (Rush NeuroBehavioral Center); Chin-Fang Huang (University of Iowa)

Thursday, March 27

- Symposium: *Preschool Learning Behaviors: Critical Competencies for Academic Achievement*
- Time/Location: 10:35am-12:05pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Center, Conference Room L, Lower Lobby
- Session Organizer: Heather L. Rouse (University of Pennsylvania) rouseh@gse.upenn.edu
- Chair: Heather L. Rouse
- Participants: Daryl B. Greenfield (University of Miami) dgreenfield@miami.edu
Rebecca Jane Shearer (Erickson Institute) rebashearer@yahoo.com
Christine M. McWayne (New York University) cm106@nyu.edu
- Discussant: Paul A. McDermott (University of Pennsylvania) drpaul4@verizon.net
- Paper Discussion: *Social and Emotional Learning Paper Discussion Session 2*
- Time/Location: 1:15pm-1:55pm/Sheraton New York Hotel and Towers, Metropolitan Ballroom, Metropolitan East, 2nd floor
- Session Organizer: Patricia A. Jennings (Garrison Institute) tish@garrisoninstitute.org
- Participants: Zorana Ivcevic (University of New Hampshire); David B. Pillemer (University of New Hampshire); Ryan A. Dickson (University of New Hampshire); Eugenia V. Alex (University of New Hampshire); Alice Ray (Ripple Effects); Christine P. Li-Griming (Loyola University – Chicago); Elizabeth Votruba-Drzal (University of Pittsburgh); Carolina Maldonado (University of Pittsburgh); Erica Frydenberg (University of Melbourne); Chelsea Eacott Eacott (University of Melbourne); Kerry Bugalski (University Melbourne); Deborah A. Donahue-Keegan (Wellesley College); Valerie Shapiro (University of Washington)

Symposium: *Emotional Processes of Classroom Teachers*

Time/Location: 4:05pm-5:35pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Room F, Lower Lobby

Session Organizer: Rosemary E. Sutton (Cleveland State University) r.sutton@csuohio.ed

Chairs: Rosemary E. Sutton
Anne Christiane Frenzel (Zirngibl) (University of Munich)
frenzel@uni-muenchen.de

Participants: Anne Christiane Frenzel; Thomas Goetz (University of Konstanz); Reinhard Pekrun (University of Munich); Rosemary E. Sutton; Jeannine E. Turner (Florida State University); Margareta Maria Pop (Florida State University); Crissie M. Grove (Thomas University); Catherine C. Knight (University of Akron); Ebru Kilic-Bebek (Cleveland State University); Renee R. Mudrey-Camino (University of Akron); Russell L. Carson (Louisiana State University); Thomas Templin (Purdue University); Howard M. Weiss (Purdue University); Marc A. Brackett (Yale University); Justyna Mojsa (Jagiellonian University—Poland); Raquel Palomera Martin (University of Cantabria)

Discussant: Paul A. Schutz (University of Texas – San Antonio)
paul.schutz@utsa.edu

Business Meeting: **Annual SIG Business Meeting: “How SEL Promotes Cognitive and Academic Achievement: Teaching, Learning, and Neuroscience”**

Time/Location: **6:15pm-7:45pm/New York Marriott Marquis Times Square/Canton Room, 9th floor**

Keynote speaker: **Mark T. Greenberg, Bennett Chair of Prevention Research and Director of the Prevention Research Center at Penn State University**

Friday, March 28

Symposium: *Impact Results from Controlled Trials of SEL Programs*

Time/Location: 10:35am-12:05pm/Sheraton New York Hotel and Towers, Executive Conference Center, Conference Room L, Lower Lobby

Session Organizer: Patricia A. Jennings (Garrison Institute) tish@garrisoninstitute.org

Chair: Patricia A. Jennings

Participants: Stephanie Margaret Jones (Fordham University); Joshua L. Brown (Fordham University); John Lawrence Aber (New York University); Brian Flay (Oregon State University); David L. Dubois (University of Illinois at Chicago); Peter Y. Ji (University of Illinois at Chicago)

Discussant: Marc A. Brackett (Yale University) marc.braackett@yale.edu