

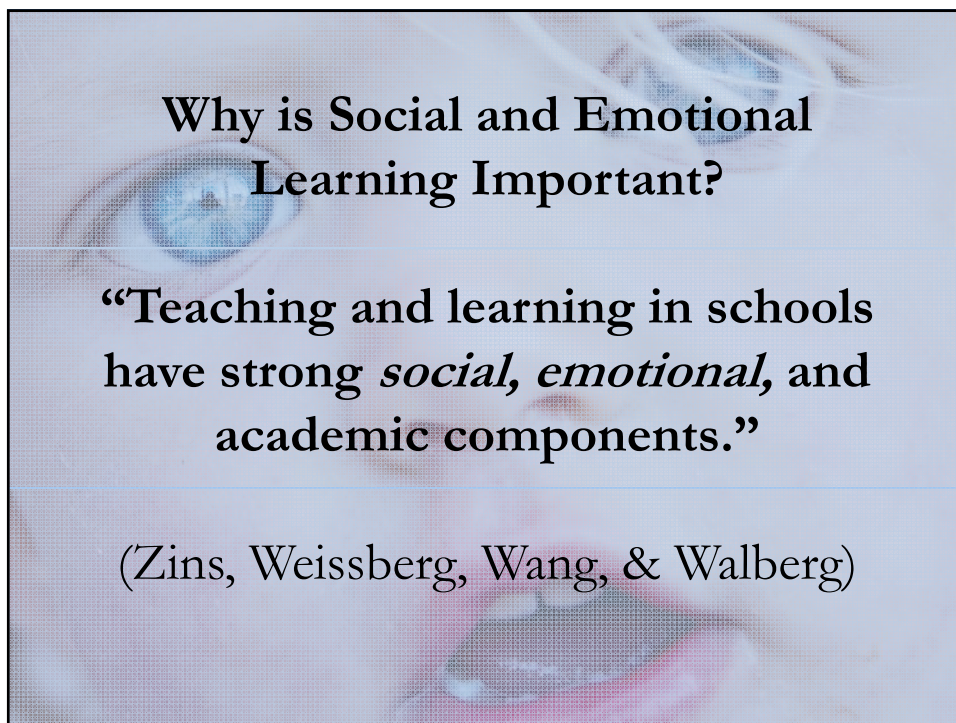


**Educating the Heart as Well as the Mind:
Why Promoting Children's Social and
Emotional Learning Should Be an
Essential Part of Education**

**Kimberly A. Schonert-Reichl, Ph.D.
University of British Columbia**

**3rd International Conference on Schools that
Promote Health, Well-being and
Educational Success**
15th Annual Public Health Days

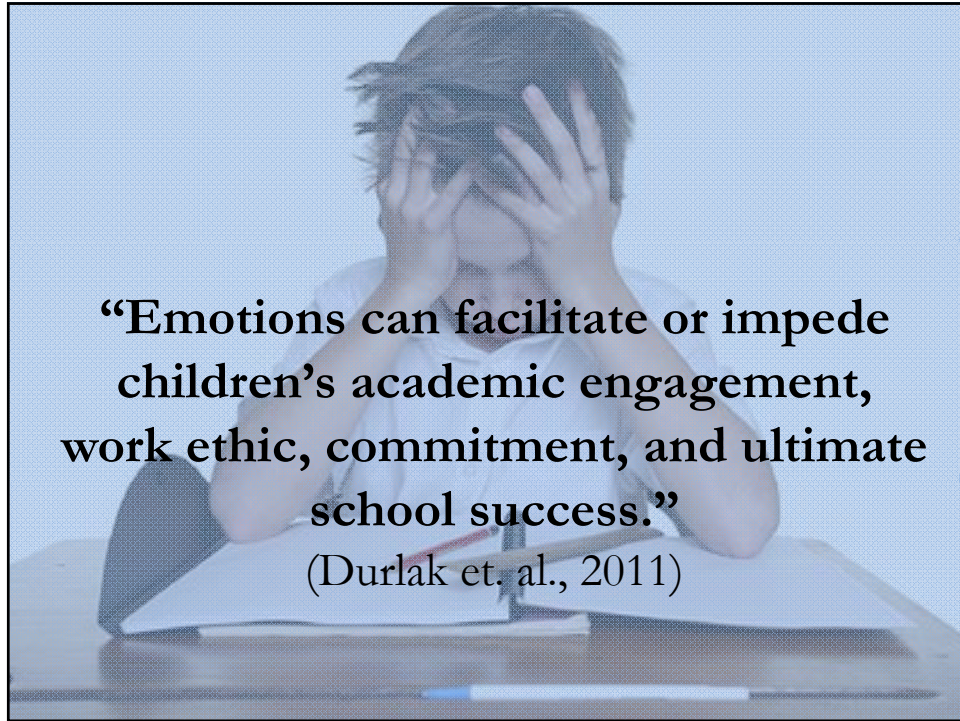
**Montréal, Québec, Canada
November 28, 2011**



**Why is Social and Emotional
Learning Important?**

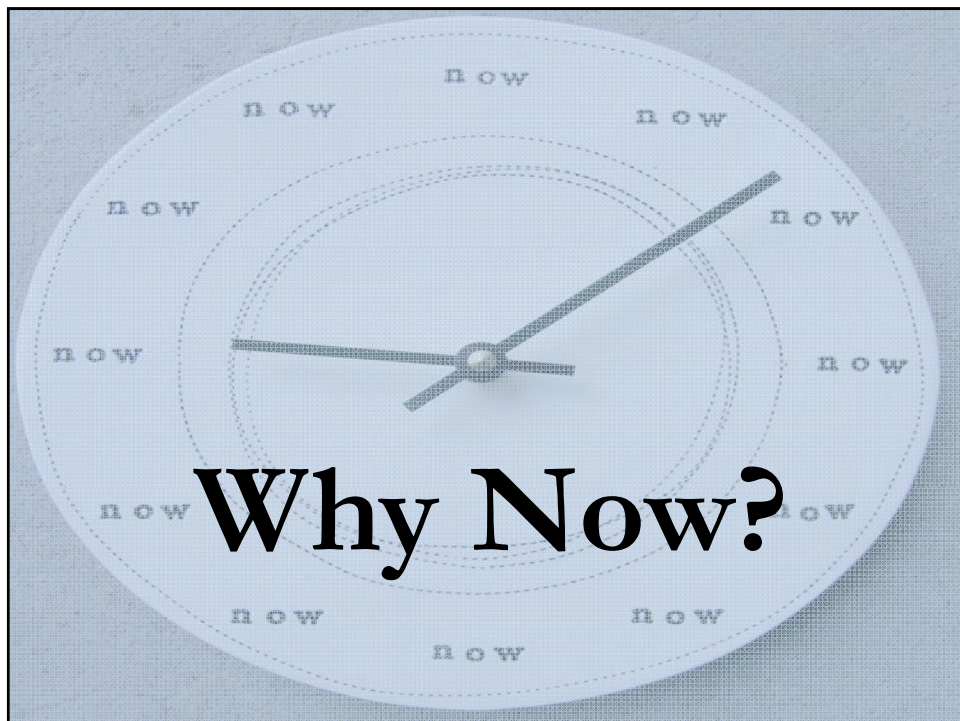
**“Teaching and learning in schools
have strong *social, emotional,* and
academic components.”**

(Zins, Weissberg, Wang, & Walberg)



“Emotions can facilitate or impede children’s academic engagement, work ethic, commitment, and ultimate school success.”

(Durlak et. al., 2011)

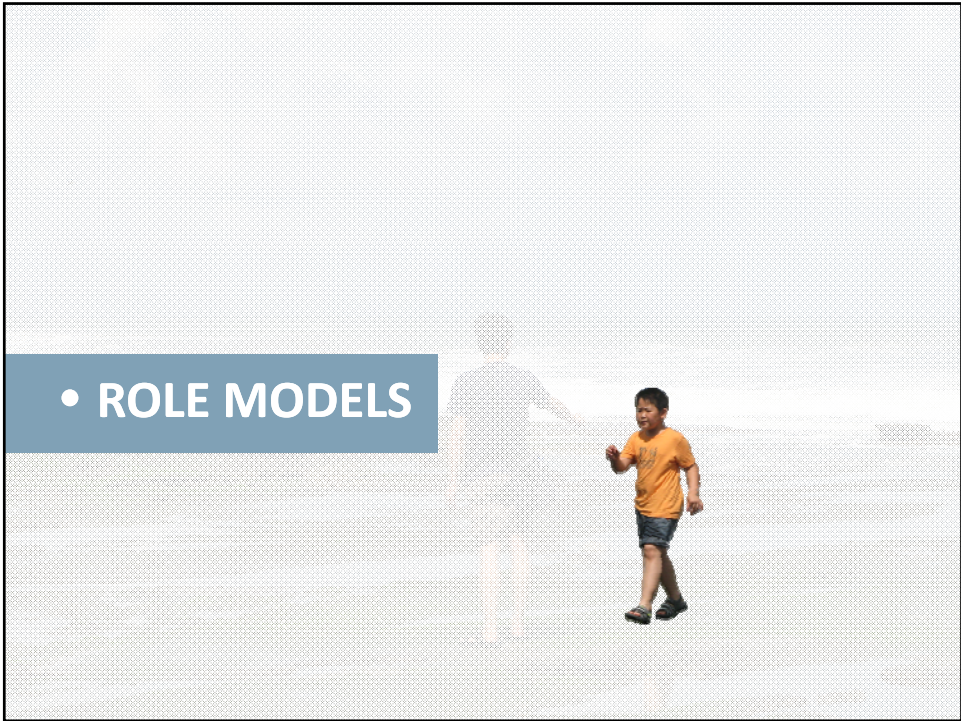


Why Now?

Changes and Challenges: Societal Risks

- POVERTY

- LOSS OF SUPPORT



**One in five children
and adolescents experience problems
severe enough to
warrant the need for
mental health services**

**(Romano et al. 2001; U.S. Public
Health Service 2000).**



**Social and
Emotional
Learning
(SEL)**



A Growing Movement



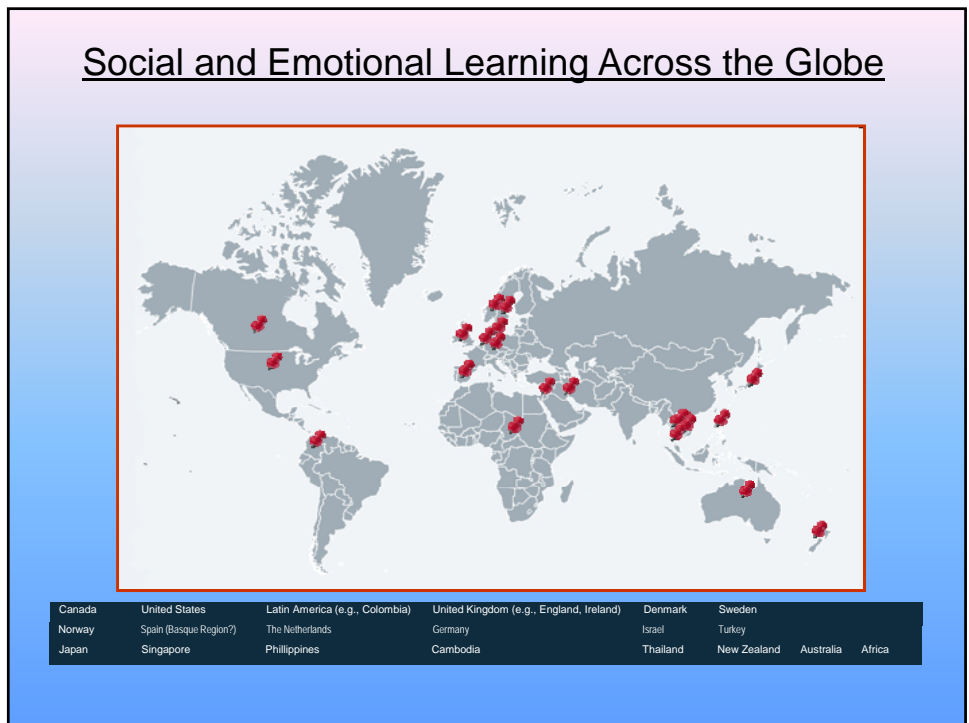
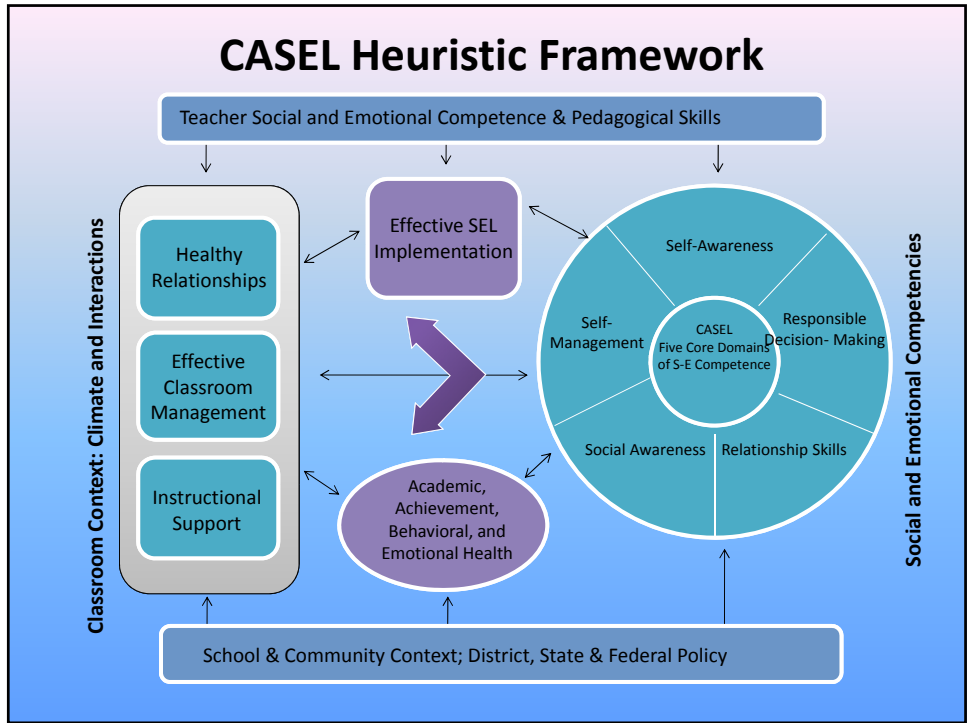
Social emotional learning is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors.

Source: Zins, Bloodworth, Weissberg, and Walberg (2004)
Building Academic Success on Social Emotional Learning

SEL is...



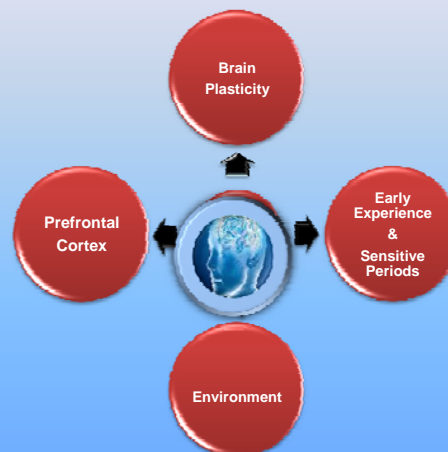
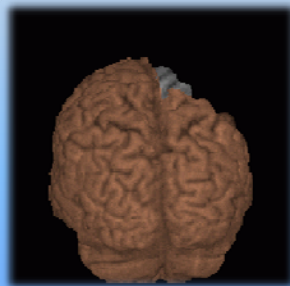
Source: CASEL – Collaborative for Academic, Social, and Emotional Learning




A PARADIGM SHIFT: FROM ILL-BEING TO WELL-BEING



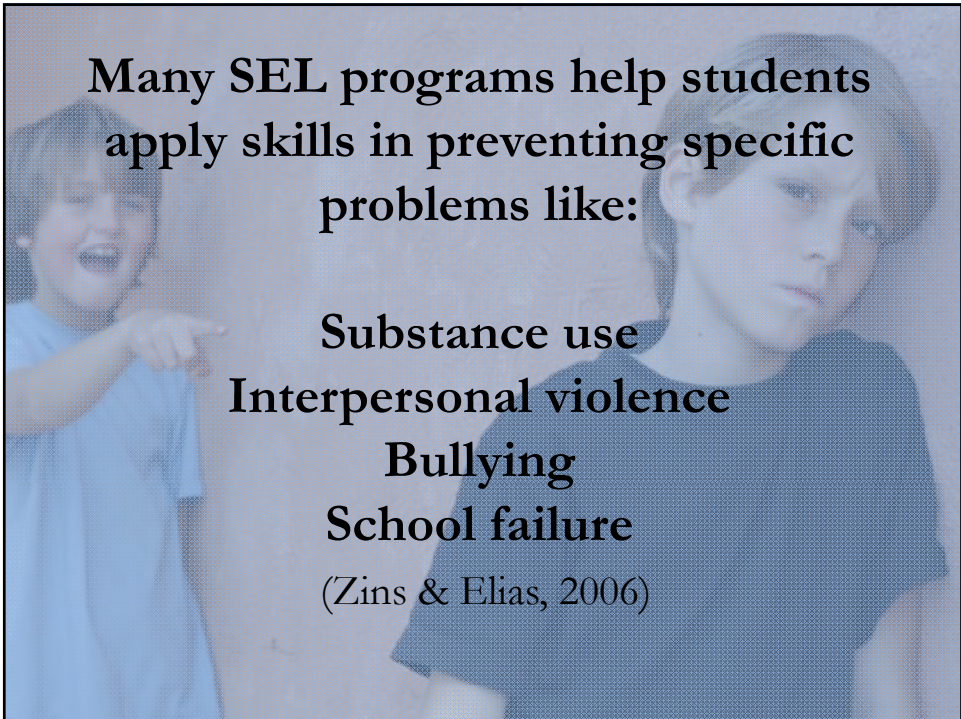
SEL & Neuroscience



Source: CASEL's 2007 Forum: Dr. Richard Davidson's Presentation



What do we know about the Effectiveness of SEL Programs?



Many SEL programs help students apply skills in preventing specific problems like:

Substance use
Interpersonal violence
Bullying
School failure

(Zins & Elias, 2006)

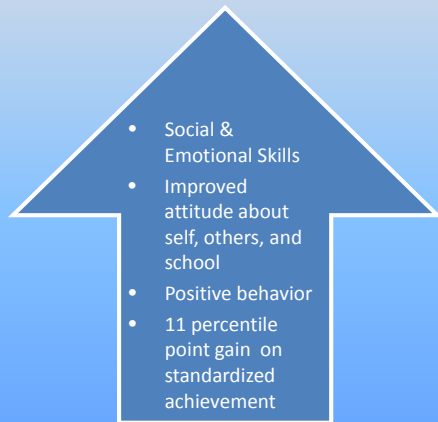
**Meta-analysis of 213 school-based,
universal SEL programs**

**270,034 kindergarten through high
school students**

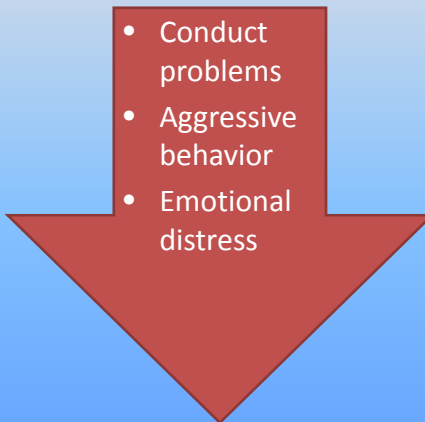
**Extensive literature search and
analysis identified SEL programs to
be studied**

Source: Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 474-501.

STUDENT GAINS



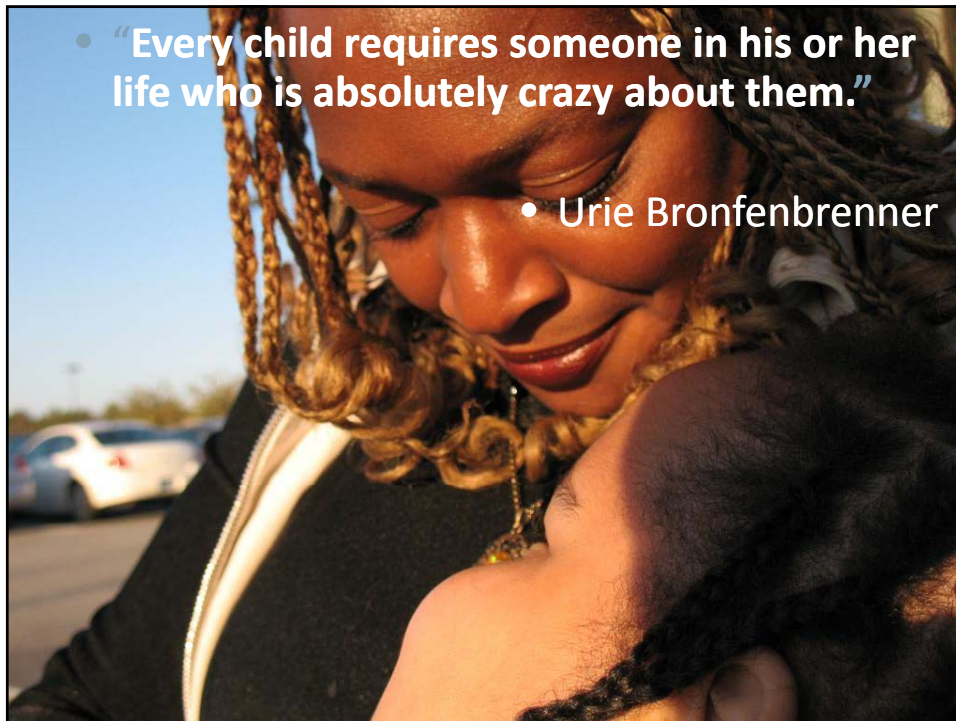
REDUCED RISKS FOR FAILURE



How Can We Nurture SEL's Growth?



- “Every child requires someone in his or her life who is absolutely crazy about them.”
- Urie Bronfenbrenner



The “Roots of Empathy”



Source: “Roots of Empathy” (<http://www.rootsofempathy.org/>)

FRIENDS Program www.friendsinfo.net

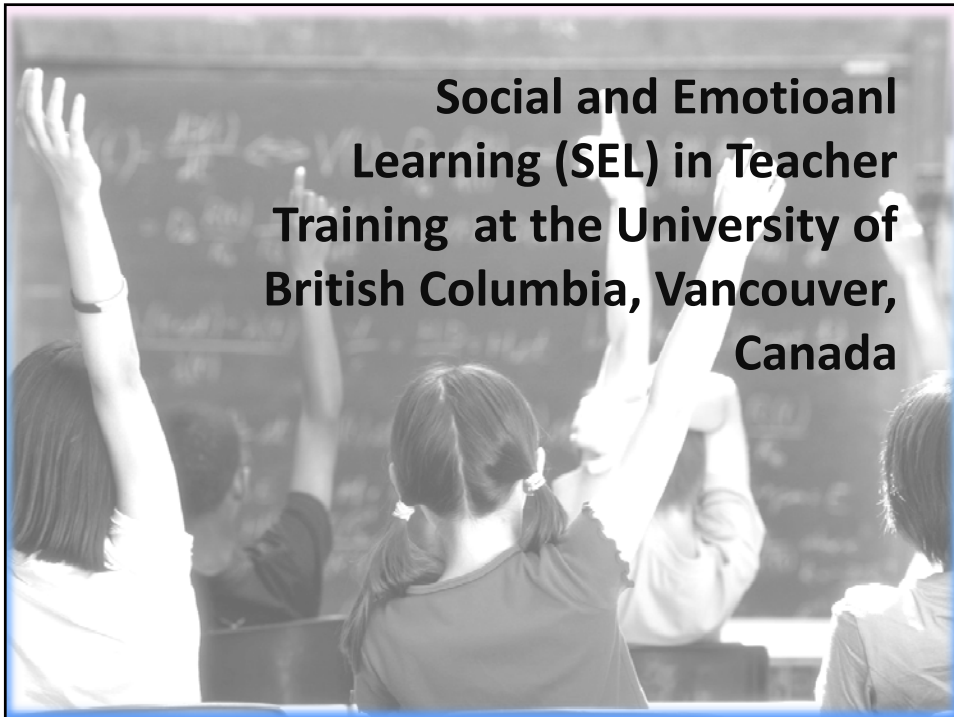
- ❖ Helps children and teenagers cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills in a simple, well-structured format.
- ❖ Acknowledged by the **World Health Organization** for its 10 years of comprehensive evaluation and practice. It has proved effective for up to 6 years after initial exposure.



MindUP and Scholastic, Inc.




Social and Emotional Learning (SEL) in Teacher Training at the University of British Columbia, Vancouver, Canada



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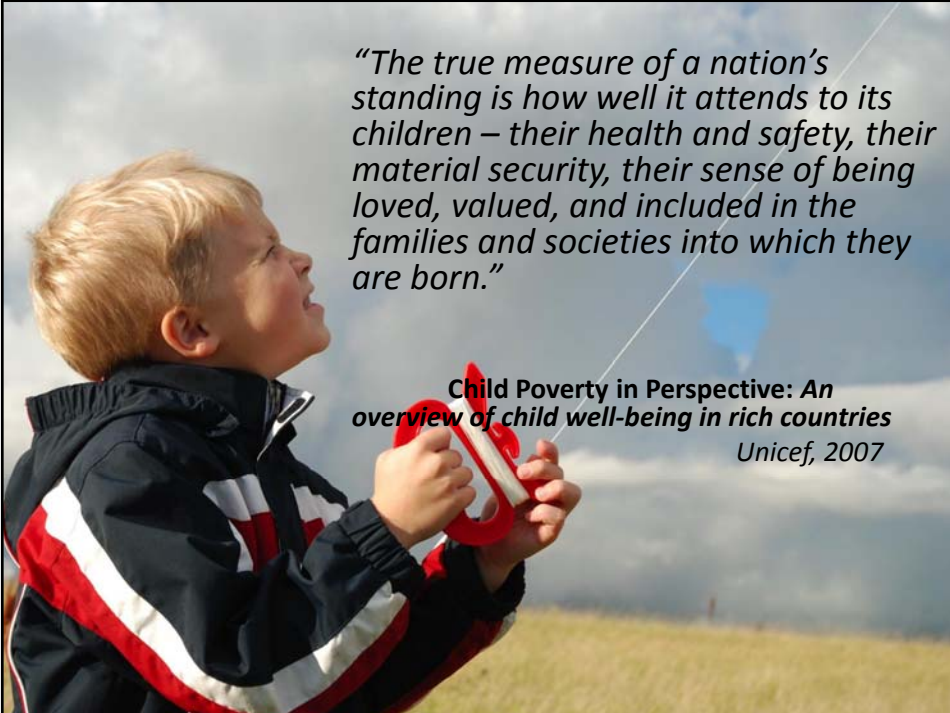
Thank you!!

Ideas, questions,
comments welcome!!

A collage of images on the right side of the slide. At the top is a solid green square. Below it are three children, two girls and one boy, all holding white signs with a black question mark. At the bottom is a close-up of a young girl with dark curly hair, wearing a blue shirt, with a wide-eyed, open-mouthed expression of surprise or excitement.

“The true measure of a nation’s standing is how well it attends to its children – their health and safety, their material security, their sense of being loved, valued, and included in the families and societies into which they are born.”

Child Poverty in Perspective: An overview of child well-being in rich countries
Unicef, 2007

A photograph of a young boy with blonde hair, wearing a dark jacket with red and white stripes on the sleeves. He is looking upwards and to the right, holding a red kite string. The background is a cloudy sky and a grassy field.