The CEIC

REVIEW

A catalyst for merging research, policy, and practice.

Volume 10 • Number 6 • June 2001

Social-Emotional Learning and School Success

Maximizing Children's Potential by Integrating Thinking, Feeling, Behavior

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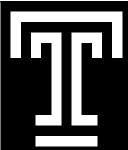
Although schools historically have addressed topics such as citizenship, social responsibility, and moral character, recent years have witnessed a dramatic increase in attention to the related area of social and emotional learning (SEL). What is different today in this instruction is that social- emotional education is provided in a more carefully planned, sustained, and systematic way using comprehensive, multi-year, multi-component approaches. In addition, there is a difference in how this instruction is conceptualized. Promoting social-emotional goals is viewed now as being an integral component of our schools' overall educational program rather than as a good but not essential aspect of education. Educators recognize that SEL must be incorporated into children's educational experiences to maximize their potential to succeed now, as well as later in their lives. Also noteworthy and encouraging is that the current climate of support and interest in the topic within education and in the general public may be greater than at any time in recent decades—a climate which presents an opportunity for educators and policy makers to consider seriously the implementation of SEL programs.

Within this context, an historic, national invitational conference was held at Temple University in October, 2000. Convened by the Mid-Atlantic Regional Laboratory for Student Success (LSS), a U.S. Department of Education regional laboratory, and the Collaborative to Advance Social and Emotional Learning (CASEL), an international group devoted to promoting SEL in schools, a group of researchers, policy makers, and practitioners discussed the implications of recent scientific findings regarding SEL and school success. Presenters focused on how social and emotional factors that encourage students to come prepared for class, that motivate them to exert more effort, that support them for working cooperatively with one another, that make participating constructively in class reinforcing, and the like, can effect educational outcomes such as students' attendance, completion of homework assignments, and academic knowledge and achievement. Participants concluded that schools that emphasize SEL skill development are more likely to have students who succeed in school and, ultimately, in life.

What is SEL?

Social and emotional learning is the process through which children enhance their ability to integrate thinking, feeling, and behavior to achieve important social tasks. They learn to recognize and manage their emotions; establish healthy relationships; set positive goals; meet personal and social needs; make responsible decisions; and solve problems. They are taught to use a variety of cognitive and interpersonal skills to achieve in an ethical manner developmentally and socially relevant goals. Further, environmental supports are created to foster the development and application of these skills to multiple settings and situations. Among the relevant SEL skills fostered are stress management; problem solving, decision-making, communication, social, and conflict resolution skills; self-management; and so forth, all of which can contribute to school success. The bottom line is that these skills should enable students to become knowledgeable, responsible, caring, productive, non-



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violent, and contributing members of society.

Importance of Social-Emotional Instruction

Social-emotional education efforts cannot solve all of the problems facing schools and society. For that reason, the conference had a specific focus, that is, the emerging evidence and promise of SEL's relationship to school success, which we view broadly and see as far more encompassing than the results of standardized test scores. In many respects, success in school lays the foundation for overall success in life. Examples of SEL's potential influences include primary behavioral academic outcomes such as successfully mastering subject matter (academic achievement); sustaining motivation to continue learning; improving student attitudes toward and interest in school; fostering academic engaged time; enhancing bonding to school; reducing suspensions, expulsions, and grade retentions; improving attendance and graduation rates; building peer leadership skills; and achieving constructive employment. Secondary outcomes include improved self-efficacy and cooperation; abstention from delinquency; development of prosocial skills and problem solving; better effort and self-regulation; increased attributions of perceived control; community bonding; healthier living, including decreased substance abuse; decreased interpersonal violence; and more constructive family life.

Challenges to Social-Emotional Education

A very significant challenge facing schools is that although they may recognize the need to bolster students' social-emotional development, at the same time the public is demanding that these institutions be ever more accountable for students' academic achievement. Accordingly, there is greater emphasis placed on test scores and various related standards. These seemingly conflicting forces are causing schools considerable distress.

Although educators recognize that both SEL and academic achievement are important, they are less likely to attend to the former unless they see a clear relationship to the latter. They experience too much pressure to meet various standards, to have their students pass proficiency tests, and to deal with other mandates, and consequently do not have the time or energy to devote to anything that keeps them from meeting these other demands. In addition, many educators are uncertain about how to address SEL issues most effectively. Therefore, by exploring the relationships between social-emotional learning and educational outcomes, the conference, this issue of the *Review*, and the related book to be published next year provide guidance regarding the centrality of SEL to academic success. By identifying these associations and how to promote SEL skills, educators, policy makers, trainers, researchers, and practitioners have important tools to improve the lives of today's and tomorrow's citizens.

Recommendations

As customary at Laboratory for Student Success book-conferences, previous versions of the conference papers were pre-circulated to the chapter authors, other scholars, and educators who gathered to discuss them in both small groups and in larger plenary sessions. In this case, about 100 school teachers, administrators, state and federal education officials, psychologists, and scholars in other disciplines discussed the papers in small groups and reported their recommendations in a final plenary session. Although not everyone agreed on all points in their group discussions, nor did all the groups focus on the same topics, several recurring themes emerged in the recommendations from the discussions groups. Within the broad theme of social and emotional learning and school success, these recommendations are grouped below under key topics.

Research and Evaluation

As exemplified in the conference papers, investigators have produced much convincing research linking social and emotional learning and school success. This work, however, can be extended and refined in several ways.

Although the conference papers reveal common elements among SEL programs, their practices and their theoretical bases, there is less agreement and detail on how these elements have been implemented and measured. To the extent that common ideas and procedures are employed in multiple studies, the research results will become more comparable and useful. Further development and use of assessment tools that measure a broad range of academic outcomes are needed to measure such things as higher order thinking skills and analytical, creative, and practical skills. Instruments are needed not only for the measurement of SEL and outcomes but for selection and readiness of teachers, schools, and school districts for SEL programs, degree and fidelity of implementation, and self-assessment tools for program developers, administrators, teachers, and other end users. Comprehensive and uniform measures employed in future studies would allow greater comparability of effects for various SEL programs. A catalog or handbook of measures would well serve the field.

For greater certainty about the magnitude and universality of SEL effects, large-scale randomized field trials as in medical research are necessary. The summed evidence from small-scale studies, though convincing, has insufficiently established the full magnitude and breadth of the effects of SEL on school and life success. Large-scale studies allow estimates of the effects of SEL under different conditions, in different kinds of schools, and for children of various ages and demographic characteristics.

Since randomized field trials are difficult to conduct, some research must compare groups that have and have not implemented various SEL programs. Because such research is subject to "selection bias," that is, the tendency for schools with inspired leaders, in difficult circumstances, and other characteristics to differ from others, studies that are designed to eliminate such bias are needed.

Moreover, detailed descriptions of the features of SEL programs, how they were implemented, and how they affect school outcomes would enable researchers, policy makers, and educators to better understand the causal mechanisms that link SEL and school outcomes. Meta-analyses of the existing research and future research would allow investigators, educators, and policy makers to estimate the comparative effects for various programs, how the degree or fidelity of program implementation affects outcomes, and how well SEL works for different students on both short- and long-term outcomes.

A book presenting extended articles derived from this conference and edited by J.E. Zins, R.P. Weissberg, M.L. Wang, & H.J. Walberg will be published by Teachers College Press in summer, 2002, as part of its *Series on Social Emotional Learning*.

Vital but often overlooked components of decision-making are costs, cost-effectiveness, and cost-benefit considerations. Obviously, school budgets are constrained, and, other things being equal, educators should rationally choose cheaper programs. But other things other are never equal, and they should raise cost-effectiveness and cost-benefit questions: What is the ratio of outcomes to costs and of monetary benefits to costs. Even though causation, outcomes, and monetary benefits are difficult to estimate, policy makers and educators, nonetheless, increasingly want information relevant to such considerations even though the answers may be somewhat uncertain.

Qualitative or case studies are also in order. In particular, it would be desirable to know about barriers to successful program implementation. Why does SEL work in some circumstances and not others? Is principal and superintendent leadership the key, or is teacher "buy in" the crucial factor? Are some pre-existing circumstances inhibitors of successful implementation? What can be done about them? Answers to these and similar questions would reveal the best ways to design SEL programs and to disseminate and implement them more effectively. In addition, students are increasingly learning in non-traditional circumstances such as on the Internet, in small groups, on field trips, in museums and other settings. How can SEL programs and principles be incorporated in such efforts? This is a new challenge for program developers, educators, and researchers.

Professional Preparation

If SEL is to be widely and well implemented, preparation of new and in-service teachers is necessary. Such preparation should include field experience for teachers-to-be and the modeling of positive, supportive classroom environments for new and veteran teachers. These experiences should be thoroughly grounded in the disciplines of psychology, education, and related fields of study. School leaders and other professionals within state departments of education, district central offices, and schools can promote their effectiveness in planning, encouraging, and operating SEL programs. All such professionals can develop their own effectiveness in these efforts by employing SEL behaviors themselves. State and local school board members should benefit from similar experiences.

Leaders should provide the means and setting for dialogue within the community of practice. They can identify, educate, and provide experiences for mentors and coaches. They should also identify exemplary SEL schools in urban, suburban, and rural contexts, videotape them, and share the videos with others as visual models of successful practice. People who led successful SEL efforts can describe the story of change in their schools, what they did to make it happen, and how their practices follow from SEL principles. Case studies and websites afford further means of professional training.

Collaboration with existing professional groups can bring SEL programs and principles into schools. Several groups influence, if not control pre-service teacher education. These include state departments of education, testing agencies, several groups that accredit schools, colleges, and departments of education, and state legislators that often determine certification procedures for individual teachers. SEL presentations before such groups are promising ways of bringing SEL into pre-service and in-service educator preparation.

Implementation

It should prove useful to develop selection criteria and assessment of readiness for teachers, schools, and school districts. Similarly, guidelines for quality implementation and self-assessment tools for schools should increase fidelity with SEL programs and principles. To increase the probability of success, SEL activities should be integrated into curricula and daily instruction. These implementation features are likely to require SEL-trained professional staff, possibly using present school staff. They need skills in bringing SEL programs to scale and developing supportive network to promote research, implementation, and collaboration. Case studies should be useful in illustrating criteria for successful implementation.

Dissemination

The conferees believed the work of the conference should be continued to accomplish several purposes.
(**Recommendations**, continued on p.26)

Implications of Social and Emotional Research for Education

Evidence Linking Social Skills and Academic Outcomes

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A number of research studies have demonstrated links between social and emotional factors and school performance as well as other behavioral outcomes. For example, low commitment to school, low achievement motivation, poor relationships with teachers and peers, low expectations for educational accomplishments, disruptive classroom environments, and negative school climates relate to poor academic achievement and school dropout. These variables also increase the risk for later substance abuse, delinquency, teen pregnancy, and violence. Although correlational studies indicate relationships among social, emotional, and academic variables, the question remains whether school-based promotion of social and emotional learning (SEL) positively impacts school success. This chapter reviews those SEL studies that have examined various academic outcomes and found positive program effects.

The Link Between Social and Emotional Factors and Success in School

Several types of evidence link students' social and emotional competence to academic performance. Research studies show that social skills and prosocial and empathic behavior relate positively to academic outcomes. Also, better social skills have been shown to correlate with students' greater time-on-task and with higher achievement scores and better grades. One study, an exhaustive analysis of the factors affecting school learning—including variables such as student aptitudes, classroom instruction, school climate, program design, school organization, and state and district characteristics—concluded that the social and behavioral attributes of the children themselves constitute an important influence. A related study has concluded that student motivation determines effort, perseverance, self-control, and self-regulation. Other research has show that, in turn, both student motivation and academic performance are affected by factors such as classroom climate, emotional support from teachers, student instructional choice, structure in the classroom, and cooperative learning groups. Furthermore, there is evidence suggesting that children need to feel autonomous, socially connected, and competent to be academically motivated. The degrees to which these needs are met contribute to student engagement in school, which leads students to think and feel positively about school and experience academic success.

Effective SEL Interventions to Promote Healthy Behavior and Academic Success

The findings above suggest that social and emotional factors affect students' academic performance. In addition, growing evidence indicates that effectively implemented, high-quality, multi-year, coordinated, school-based SEL programs can produce a variety of positive outcomes. They improve students' social and emotional competence, which is their primary focus, and also can aid in the prevention of drug use, high-risk sexual behavior, violence, and other maladaptive behaviors. Thus far, however, the majority of school-based SEL programs target single-problem behaviors, and few have devoted significant efforts explicitly toward improving students' academic performance or the evaluation of the program's impact on academic outcomes, which is especially important given schools' primary mission of educating students. Below, we review examples of school-based SEL programs that have measured academic variables, progressing from circumscribed, single target programs to more inclusive and integrative ones. For each, we highlight the academic outcomes, even though these programs typically targeted other behavioral, social, and health outcomes as well.

One study evaluated an assertiveness training program that focused on promoting fourth- through sixth-grade students' social, emotional, and behavioral skills to deal effectively with interpersonal problem situations. This program resulted in improved assertiveness, problem solving, and grades.

Teen Outreach, a nationally disseminated program with a developmental focus, includes structured service experiences in the community, as well as classroom-based discussions of the service component and the social-developmental tasks of adolescence. Students in this program were reported to have fewer pregnancies, school suspensions, and failed courses compared to controls.

One of the largest school-based violence prevention programs in the country—Resolving Conflict Creatively Program (RCCP)—has also demonstrated positive academic outcomes. The curriculum is designed around several core skills: communicating and listening; expressing feelings and dealing with anger; resolving conflicts; cooperating; appreciating diversity; and countering bias. An evaluation of 5,000 RCCP children in grades two through six found that in high-implementation groups, hostility and aggressiveness significantly declined as their prosocial behavior, emotion regulation, and reading and math scores on standardized tests significantly increased.

Similar results have been found in other conflict resolution training programs that target social and

emotional skills as a core part of their intervention. Studies of these projects reveal that integrating subject area learning with conflict resolution and peer mediation procedures can also increase students' academic achievement. For instance, Teaching Students to be Peacemakers integrates conflict resolution into an English literature unit among seventh and eighth graders. Students in a group receiving conflict resolution training in a cooperative context showed the greatest acquisition of negotiation skills and achieved the highest eight-week retention, indicating that the combination of conflict resolution training in a cooperative context was more powerful than either alone. This and similar conflict resolution programs demonstrate that the integration of SEL with an academic unit can both increase skills and simultaneously and significantly impact students' academic achievement. Further, these findings suggest that skills are acquired when students are motivated to learn them, when skills are broken into manageable components, when successful performance of the skills is demonstrated or modeled, when students have opportunities to practice the skills, and when they receive active feedback and reinforcement for their performance of the skills. These axioms suggest that the most powerful way to promote the development of social and emotional competencies is through their integration into the entire school day.

The Improving Social Awareness-Social Problem Solving Project promotes social competencies such as decision-making, self-control, group-participation, and social-awareness skills. Discussions and scripted, programmatic lessons involving role-playing skills, combined with problem-solving and social-awareness activities, are integrated into the regular classroom routine. After five years, students in medium- and high-implementation groups exceeded students in the control group on social skills and in achievement on the Comprehensive Test of Basic Skills. Students in the high-implementation group scored significantly higher in language arts and mathematics and had significantly fewer absences compared to the control group.

The Promoting Alternative Thinking Strategies (PATHS) curriculum, a program for elementary schools that teaches self-control, emotional awareness, and social problem solving used in the classroom throughout the day, has a central focus on emotional recognition and regulation for effective coping and skill development. Compared to controls, children in PATHS showed improved efficiency on cognitive problem solving, as well as significant and sustained differences in emotional understanding and social problem solving.

The Responsive Classroom integrates the teaching of academic skills and social skills as part of school life. Although additional evaluations of this program are needed, there are preliminary indications that students in the Responsive Classrooms may have improved their social skills and achieved greater gains on the Iowa Test of Basic Skills than did a control group.

Another approach to the promotion of social and emotional competence and academic success is the Child Development Project (CDP), a comprehensive elementary school program in which teachers and administrators build supportive relationships with and among students. The project emphasizes, proactive classroom management, students' critical thinking about social and ethical issues, cooperative learning, classroom and schoolwide community building activities, and child–parent activities. The CDP produced signfiicant increases in conflict resolution skills and prosocial behaviors, significant reductions in alcohol use, increases in commitment and attachment to school, and significantly improved academic achievement.

Evidence suggests that schools' environments also affect students and that these contextual influences are primarily social and emotional in nature. The School Transitional Environment Project (STEP) seeks to reduce students' vulnerability to the development of academic and emotional difficulties often associated with the transition to a new school environment. By restructuring of the role of homeroom teachers to increase the amount of instrumental and affective social support and reducing the flux of the social setting confronting the student, the program sought to increase students' feelings of accountability and decrease their sense of anonymity, and to increase access to information about school expectations and rules. By the end of ninth grade, project participants showed significantly better attendance records and grade point averages, more stable self-concepts, perceived greater clarity of expectations and organizational structure and higher levels of teacher support and involvement than did non-project controls.

Conclusions

Although the preliminary data from the programs reviewed here suggest that attending to social and emotional factors at school can help to promote healthy development of these competencies and promote success in school, caution is needed in interpreting these results because of the small number of SEL programs that target or evaluate academic outcomes. It is likely that not all SEL programs produce positive impacts on academic outcomes, and those that do differ in the degree of their impact, depending on many factors, including the specific social and emotional competencies promoted or the programs' explicit focus on academics or the school environment. The model of socila and emotional influences on school success suggests that the pathway to improved academic

(**Implications,** continued on p. 27)

Family-School-Peer Relationships, SEL, and Academic Learning

Engaging At-Risk Students in the Check & Connect Program

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Improving the rate of school completion for all students has received national attention as part of Goals 2000, but national reform efforts to raise academic standards, end social promotion, and implement high stakes testing has made this challenge more difficult. Current statistics indicate most states have not reached the goal of a 90% graduation rate, and for some populations the rate of graduation is significantly lower. School-related factors—such as failing and especially a student's engagement in school and learning—are most important for predicting a student's decision to drop out. These factors are integrally related to the student's sense of belonging, his or her motivation and receiving consistent support for learning at home and school. The Check & Connect program is one intervention that has helped students who are at risk for educational failure improve both their academic standing and their sense of belonging in schools.

Student Engagement at School and with Learning

Students in danger of dropping out typically demonstrate school disengagement, characterized by irregular attendance, low motivation, a sense of alienation—as demonstrated by limited participation in school activities—and few positive relationships with peers and staff. They often exhibit behavior and disciplinary problems and a poor self-concept. In contrast, successful graduates held positive attitudes and engaged much more often in behaviors related directly to learning (e.g., being prepared and participating) than did school completers with poor academic performance or dropouts. These attitudes and behaviors include a stronger sense of belonging, which research tells us correlates with improved motivation, attendance, and better grades and standardized test scores.

A number of conclusions about factors that promote engagement can be drawn from the research base on school policies and environments, family support, and extracurricular learning.

School Policies

School policies and practices influence levels of student engagement: Tracking, retention, and rigid and punitive rules negatively affect student engagement. Other school practices and policies—for example, maintaining smaller school sizes, allowing students to express creativity in completing assignments, and explaining the relevance of school curricula to students' later life goals—enhance levels of engagement. Students in rigid schools find them less supportive, participate less in classroom and school activities, and have poorer attendance than students in schools with less punitively structured policies. In addition, school and teacher practices have been found to be a stronger predictors of parent involvement—a critical factor in academic success—than were parents' educational level, income, or ethnicity.

School Environment

Caring school environments enhance opportunities for student engagement by developing supportive relationships and by increasing opportunities for participation in school life. Furthermore, schools with an orderly environment, a committed faculty, and an emphasis on academic pursuits have been associated with lower rates of absenteeism and dropping out.

Relationships between students also play a key role in school engagement. Students who are more socially integrated have a significantly greater sense of belonging than do those with less peer acceptance. Having friends at school supports involvement and engagement; conversely, mobility negatively influences engagement. When students move frequently from one school to another, they have less time to form personal bonds or become invested in succeeding in the school environment.

Family Support and Involvement

The empirical base showing a positive relationship between family support and involvement and academic success is strong; these two factors are also associated with student engagement. Several conclusions derived from the research base can be drawn concerning the family's home environment and activities as they relate to the support of children's learning.

Home environment. When parents are involved, students show higher attendance rates, lower dropout rates, and fewer suspensions. These changes are accompanied by an improved attitude toward schoolwork, improved behavior, self-esteem. academic perseverance, and participation in classroom learning activities, and better grades and test scores.

Family process. Family process variables (what parents do to support learning) predict scholastic ability better than do family status variables (who families are). Parents' attitudes, guidance, and expectations for their children's education; the quality of parent–child verbal interaction; participation in cultural and learning-related activities; and stability in the home have been shown to have greater impact than socioeconomic status on school performance. Furthermore, three factors over which parents exercise authority—attendance, variety of reading materials in the home, and amount of television watching—explain nearly 90% of the difference in mean achievement of students.

EXTRACURRICULAR INFLUENCES

Students' involvement in learning activities outside of school is critical, and supportive guidance from adults and peers, not just families, have been identified as a determining factor for the availability of these activities. One study, in fact, has found that the availability of educational resources (e.g., books, computers, learning opportunities) has the greatest impact on children's academic progress during the summer, resources which low-income families are less likely to secure.

Cross-Contextual Factors Influencing Academic Success

Student perspectives on their experiences at home, at school, and in peer worlds combine to affect engagement in classrooms and school. Our recent comprehensive literature review of alterable family, school, and community influences on children's learning in grades K-12 found a remarkable similarity in the kinds of contextual influences that enhance student learning in home and school environments:

- High but realistic standards and expectations
- A routine that includes priority for schoolwork and an academic, task-oriented focus
- Opportunities to learn, both inside and outside school, including the availability of learning resources and a variety of learning tasks
- Supportive encouragement and motivational strategies emphasizing student engagement and reaching personal goals, and providing frequent feedback
- Adults at home and at school modeling desired behaviors and signaling their commitment to and valuing learning and working hard in their daily lives
- Positive parent–child and teacher–student relationships; family harmony is consistent with cooperative learning environments in the schools.

Promoting Student Engagement with Check & Connect

Check & Connect is a systematic monitoring procedure designed to promote student engagement with school, to address the social-emotional and academic needs of students, and to build capacity within families to assist their children's educational performance. Monitors collaborate with students and families over an extended period of time, regularly checking on the educational progress of the student, and intervening in a timely manner to re-establish and maintain students' connection to school and learning. Currently, Check & Connect is being implemented with elementary, middle, and high school students at-risk for educational failure and dropping out. We speculate that a unique feature of the Check & Connect model is not the specific interventions per se, but the fact that the interventions are facilitated by a person who is trusted and known by the student and his or her family and who has demonstrated concern for the school performance of the youth persistently and consistently overtime.

The Check component continuously assesses student engagement by measuring school attendance, social/behavior performance, and academic performance and is intended to keep intervention efforts focused on the student's educational progress. The Connect component consists of two levels of student-focused interventions: basic interventions, which are the same for all students and delivered one to two times a month, and intensive interventions, which are much more frequent, individualized, and designed for students showing signs of disengagement. A critical goal of Connect efforts, particularly at the elementary level, is working with families as partners to increase their active participation in their children's education

Key findings across the last 9 years of intervention suggest that Check & Connect promotes school engagement among youth at high risk for school failure. We have identified seven essential elements that guide monitors: (a) relationship building, (b and c) persistent and systematic monitoring, (d) individualized and timely intervention, (e) problem solving, (f) facilitating students' participation in school-based activities before, after, during school, as well as learning activities during the summer, and (g) interventions that attempt to follow students when they relocate.

Students receiving intervention in grades 7–9 were more likely to be enrolled at the end of ninth grade, persist in school, and be on track to graduate than students in the contrast group. Students in grades 9–12 with serious emotional disabilities who received Check & Connect were more likely to be enrolled in school and have articulated goals and pursue school activities than were control students. Finally, incidences of tardiness to school and absences from school have declined for elementary school students.

Conclusion

The goal in working with students who are at-risk for dropping out is two-fold: (a) acquisition of academic and social skills and (b) fostering engagement in learning. Increasing students' engagement and enthusiasm for school involves supporting students in meeting the defined academic standards of the school, as well as underlying social and behavioral standards. If students are engaged with school and learning, they should not only graduate but also complete school with academic and social competence and demonstrate the behaviors and attitudes in school that are desired by both parents and teachers.

To alter the culture of failure for many students—students who perceive school (and learning) is an "interruption in their day"—an emphasis must be placed on reciprocal influences: Both the family *and* school must support learning and learners and must deliver a congruent message about learning. Both must conceptualize students as social, emotional, and intellectual systems. ⌘

The Learner-Centered Psychological Principles

A Framework for Balancing Academic and Social and Emotional Learning

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The importance of balancing the demands for more accountable schools and higher student achievement with demands that schools also address students' social and emotional needs has become dramatically and sometimes tragically apparent in the past three to four years. Increases in school violence, bullying, dropping out, depression, suicide, rising rates of drug use, childhood depression, emotion-related illnesses, and expressions of fear and hopelessness underscore the need for integrating social and emotional learning (SEL) programs into comprehensive school reform models. The research-validated, learner-centered psychological principles developed by the American Psychological Association provide a framework for integrating SEL with efforts to improve academic achievement through school reform. At the same time, these principles also provide a well-validated justification for increasing the role of SEL programs in academic reform models; they show that instruction alone is not sufficient to assist students in developing into knowledgeable, responsible, caring, and academically competent learners.

What is Learning?

A growing body of evidence from neurological, psychological, sociological, and biological research suggests that in meaningful and sustained learning, the intellect and emotion are inseparable. Brain research, for example, has demonstrated that affect and cognition work together synergistically, with emotion driving attention, learning, memory, and other important mental or intellectual activities. Recent research is also revealing the social nature of learning, that many elements of learning are based on relationships, which are in turn, of course, based on the social and emotional intelligence of individuals. In consequence of these research findings, many educational theorists now approach learning from a more integrative, holistic perspective.

Studies of learning in a variety of contexts reveal that it is often characterized as playful, recursive and non-linear, engaging, self-directed, and meaningful, and therefore self-motivating from the learner's perspective. The natural processes of motivation and learning as seen in real life situations are rarely seen in most school settings because schools too often impose conditions regulating the content, structure, and process of learning, thereby denying students the choice and control necessary for self-directed learning. Rote compliance is the result; and students are increasingly bored, alienated, and frustrated, perceiving teachers as uncaring, angry, and stressed.

What is the Purpose of Education?

Educators and others promoting SEL as a framework for quality school programs conceive the primary purpose of schools as preparing students to become knowledgeable, responsible, and caring citizens This purpose is compatible with a number of other recent theories of teaching and learning that advocate person-centered learning and which seek to reconnect learners with their peers and with teachers in challenging learning experiences. Therefore, maintaining high standards in the learning of desired content and skills must be balanced with an equal emphasis on the learner, the learning environment, and the learning process—a balance essential to preparing students for productive and healthy futures. This balance also responds to students' feelings that school is irrelevant and to their feelings of alienation from their teachers and peers.

Integrating the Philosophy and Practices Associated with SEL into the Teaching and Learning Process

The failure of most schooling to provide supports for students' basic psychological needs—competence, autonomy, and relatedness—and the resulting negative trends noted above clearly call for the rebuilding of learning communities based on personal relationships between students and teachers and on respect for the unique way each student perceives the world and learns. Social and emotional learning programs, supported by the research base linking cognition and the five dimensions of emotional intelligence—self-awareness, managing emotions, motivation, empathy, and social skills, all key factors in establishing and maintaining positive relationships, problem solving, and intellectual and social development—can provide for students' needs and ameliorate those negative trends. Research now confirms that a focus on personal and motivational outcomes addressed by SEL programs balanced with a focus on high achievement and challenging standards is vital in today's schools.

The Learner-Centered Principles as a Foundational Framework for SEL

Research has demonstrated the benefits of associating social and emotional education with educational outcomes, including the positive academic effects of feeling cared for and safe, experiencing positive peer and adult relationships, having high self-efficacy, and being able to engage in effective social problem solving. These findings can be

effectively applied to SEL programs through a research-validated framework of learner-centered educational principles. Learner centered education couples a focus on individual learners—their backgrounds, experiences, perspectives, talents, interests, capacities, and needs—with a focus on learning, incorporating the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners.

The application of learner-centered principles in designing SEL programs and practices will enable such programs to attend holistically and systemically to the needs of all learners—including students, their teachers, administrators, family, and community members. When teachers derive their practices from an understanding of the principles, they include learners in decisions about how and what they learn, value each learner's unique perspectives, and treat learners as co-creators and partners in the teaching and learning process. The adoption of this research-validated, learner-centered approach will transform education and provide a framework for the best use of SEL programs and their assessment in support this new vision of education.

Implications for Practice in Integrating Learner-Centered, SEL Programs in Comprehensive School Reform

The integration of learner-centered SEL programs has a number of implications for practice. A key implication is that the larger context of education must support and value individual learners as well as learning outcomes, that the purpose of education goes beyond academic competence and content knowledge. Restoring a sense of community is the fundamental way to provide social and emotional support that is required in this new shared vision of education. A sense of community has been strongly correlated with student achievement, prosocial attitudes, social skills, and sense of autonomy and efficacy; these correlates in turn are negatively related to students' drug use and involvement in delinquent behavior. Second, practices which nurture empathy and self-discipline and help students develop social skills and moral values must be developed. Another critical implication for practice is that attention must be given to the role of students' perceptions and their input for reshaping school climates. Fourth, a culture of caring must be developed in learning communities. Caring does not replace high expectations and standards for learning, but it represents a core set of beliefs about relating to other people and offsets students' feelings of frustration with or alienation from school, low self-esteem, poor school attendance, irrsponsibility, and depression.

Implications for Policy

In order to achieve the learner-centered educational program that addresses both the intellectual and emotional and social development of the student, a number of policy changes will need to take place at all levels of administration. First, policies must balance efforts to achieve high standards with meeting the individual learning and motivational needs of diverse students. This balance must be a criterion of comprehensive school reform. Second, policies should focus first on the individual student, then the group and organization. They should be directed at embracing both continuous change as an operating principle in systems and also learning as a holistic process that involves intellect and emotion. Third, policies must emphasize leadership roles and empower teachers and students alike to take increased control over their own learning and development. Fourth, policies must value diversity and pluralism at all levels of the educational system. Fifth, policies must embrace inclusive dialogue, the building of respectful relationships, and the emergence of individually tailored models that are owned by all participants rather than "externally-ready" models. Sixth, policies governing educational systems design must balance three concerns: (a) standards and learning outcomes; (b) how standards are implemented and assessed; and (c) assumptions about human nature, learning, and the capacities of individual learners. These policies must take seriously research findings that show the value of programs based on the new understanding of intelligence and the powerful role of interest and emotions in learning and achievement. Finally, policies must value educational outcomes that go beyond academic achievement to motivational, emotional, and social outcomes that include enhanced social and self-identities, reduced prejudicial and "better than" thinking, and increased personal and social responsibility. This new resoponsibility includes greater attention to those working with schools as caring learning communities.

Conclusion

In order to bring harmony and balance to conflicting views on how to promote high student achievement, it is necessary to acknowledge the *holistic needs of all people in the system.* To be effective, educational reform must be constructive and build individual and group capacity to handle negative emotions, frustrations, and fears while maintaining hope and the commitment to future positive possibilities. High learning standards and quality teaching must be balanced with a concern for supporting *all learners and their teachers.* School pressures and alienation will thereby be reduced rather than increased. In this context, SEL programs and practices can be positively evaluated as a framework for defining quality programs. ⌘

The Three Cs of Promoting Social and Emotional Learning

Cooperation, Conflict Resolution, and Civic Values

David W. Johnson and Roger T. Johnson, University of Minnesota

A person's interpersonal effectiveness largely determines the quality and the course of his or her life. The social competencies—both interpersonal and small group skills—necessary for interacting effectively with others are central to the quality of family life, educational achievement, career success, and social and emotional well-being in general. Because of changes in family and community life in the late twetieth century, it is now largely in schools that many children and adolescents are taught the interpersonal and small group skills and prosocial attitudes and values that are needed to interact effectively with other people, achieve mutual goals, and solve shared problems.

Like all social systems, the successful school is a cooperative system in which faculty/staff, students, and parents work together to achieve mutual goals. Working cooperatively with peers, resolving conflicts constructively, and internalizing prosocial values are experiences essential for the children's positive development and their social and emotional learning (SEL). One program that has achieved considerable success in providing these experiences is the Three Cs Program. Based on cooperation and conflict theories, the Three Cs Program has been validated by a great deal of research, and the international implementation of the program in all types of schools gives it a generalizability not found in most educational programs.

The First C: Cooperative Community

Social and emotional learning begins with establishing a learning community based on cooperation in achieving mutual goals rather than on competition or individualistic efforts. Structuring situations cooperatively results in students promoting each other's success; structuring situations competitively results in their opposing each other's success; and structuring situations individualistically results in no interaction among individuals. These interaction patterns affect numerous variables, which may be subsumed within the three broad and interrelated outcomes:

1. *Effort to Achieve*. Cooperation promotes considerably greater effort to achieve—including productivity, long-term retention, higher-level reasoning strategies, motivation, transference—than do competitive or individualistic efforts.
2. *Interpersonal Relationships*. Cooperation generally promotes positive relationships through interpersonal attraction and social support and does so to a greater extent than do competition or individualized efforts. Because stronger effects have been found for peer support than for superior (teacher) support, it is difficult to overemphasize the importance of these findings:

- Secondary students need friends.
- Friends are a developmental advantage.
- Students who do not have friends are at risk for antisocial behavior, deficient social-cognitive skills, such as perception of peer group norms and response to provocation. Children referred to child guidance clinics, for example, experience peer difficulties at roughly twice the rate as do nonreferred youngsters.

The more positive relationships among students and between students and faculty, the lower the absenteeism and dropout rates and the greater the commitment to group goals, motivation, and persistence.

3. *Psychological Health*. Our research indicates a strong relationship between cooperativeness and psychological health. Psychological health is the ability to build, maintain, and appropriately modify interdependent relationships with others to succeed in achieving goals. People who are unable to do so often become depressed, anxious, frustrated, and lonely, feel afraid, inadequate, helpless, hopeless, and isolated. They often rigidly cling to unproductive and ineffective ways of coping with adversity; they have little energy to contribute to relationship building.

Interpersonal and Small Group Skills

An essential aspect of SEL is the mastery of the interpersonal and small group skills needed to interact effectively with other people. Interpersonal skills usually concern communication, trust-building, and self-disclosure skills aimed at building and maintaining relationships; small group skills focus on leadership, decision making, goal setting, and social influence skills necessary for group members working toward joint goals.

Students master their interpersonal and small group skills in cooperative contexts. For example, a number of studies have found that socially isolated, withdrawn, emotionally disturbed students all benefit from cooperative learning. More generally, cooperation promotes more frequent, effective, and accurate communication than do competitive and individualistic situations.

Basic Elements of Cooperation and Cooperative Learning

These outcomes result only when cooperative learning is effectively implemented. Effective cooperation requires that five basic elements be carefully structured into the situation: (a) positive interdependence through mutual goals, rewards, divided resources, complementary roles, and a shared identity; (b) individually accountability for a fair share of the work; (c) promoting each other's success by assisting, encouraging, and

praising others' efforts; (d) interpersonal and small group skills; (e) group discussion of progress toward its goals and maintaining effective working relationships.

To create a learning community, interdependence must be structured at all levels of the school: Numerous strategies, such as rewards, classroom government, "reading buddies," or whole school/neighborhood projects, can be applied to achieve interdependent learning groups, classrooms, and interclass sessions; and interdependent school, school–parent, and school–neighborhood communities.

Cooperative learning uses small groups of students working together to maximize each other's learning. Any assignment in any curriculum for any age student can be done cooperatively.

The Second C: Constructive Conflict Resolution

For a cooperative community to exist and promote the SEL of its members, conflicts must occur and be managed constructively. When managed constructively with clear procedures, skillfully used and encouraged and supported by the group, conflicts can have many benefits for individuals and for group efforts. Faculty and staff, therefore, need to teach students (and learn themselves) three strategies for managing conflicts: academic controversy, problem-solving negotiation, and peer mediation procedures.

Academic Controversies

To promote SEL, teachers can frequently inject controversies into the curriculum and teach students how to resolve them creatively. In our program, two pairs of students in cooperative groups (1) research, learn, and prepare positions, (2) present and advocate positions, (3) engage in an open discussion in which there is spirited disagreement, (4) reverse perspectives, and (5) synthesize a solution on which all members can agree.

Research indicates that carefully structured intellectual conflicts that occur within cooperative learning groups create higher achievement, more high-level reasoning, greater motivation to learn, more positive interpersonal relationships, greater social support, and higher self-esteem. The most important benefits are learning to view issues from different perspectives and learning that conflicts can have positive outcomes—when people listen to each other and work cooperatively to reach solutions.

Conflict Resolution through Problem Negotiation and Mediation

Students must also learn how to resolve conflicts of interests, conflicts that arise when the actions of one person attempting to maximize his or her wants or benefits prevents another person from maximizing his or her wants or benefits. The Teaching Students To Be Peacemakers Program teaches students how to resolve conflicts of interests constructively through structured, problem-solving negotiations or mediation by their schoolmates. When students are unable to negotiate a resolution to their conflict, they may request help from a mediator, typically a neutral peer who helps them resolve their conflict, usually by negotiating an integrative agreement.

Implementing and the Program

The Peacemaker Program is implemented once students understand how to negotiate and mediate. All students in the class or school serve as mediators for an equal amount of time, initially, in pairs. Students' skills may be extended and refined through integrating negotiation and mediation training into academic lessons. Almost any lesson in literature and history, for example, can include role playing in which the negotiation and/or mediation procedures are used. The Peacemaker Program is a 12-year program of increasing sophistication and complexity and results in a person with expertise in resolving conflicts constructively.

Benefits of Conflict Resolution and Peer Mediation Programs

Classroom management problems tended to be significantly reduced, and students, among themselves, resolved conflicts. Discipline problems teachers have to deal with decreased by about 60%, and referrals to administrators dropped about 90%. Conflict resolution procedures tended to enhance the basic values of the classroom and school. When integrated into academic units, the conflict resolution training tended to increase academic achievement and long-term retention of the academic material. Academic units, especially in subject areas such as literature and history, provide a context in which conflicts may be understood, methods of resolving them practiced, and insight into the material gained.

The Third C: Civic Values

Both a cooperative community and constructive conflict resolution are based on civic values that recognize and support the long-term benefits of working together and contributing to the welfare of others and to the common good. For a community to exist and sustain itself, members must share common goals and values; therefore, a learning community cannot exist in schools dominated by competitive or individualistic self-interest. Rather, students need to internalize those civic values underlying cooperation and integrative negotiations—such as commitment to the common good. Civic values may be taught by direct instruction, modeling and identification, enactment of assigned and voluntary roles, group influences, and by the hidden curriculum existing in daily school life.

Conclusion

Changes in family and community structure have reduced the social support and quality of relationships experienced by many children, and school has consequently become the primary place where children are involved with peers and adults. Consequently, integrating the Three Cs into the school environment is essential for their development of the caring relationships, social competencies, and coping skills required to grow and develop in healthy ways and to deal with adversity. ⌘

Emotional Intelligence and Social-Emotional Learning

Assessing Emotional Intelligence and Developing Skills and Flexibility

Paulo Lopes and Peter Salovey, Yale University

This paper addresses four questions: What is emotional intelligence? How can it be measured? What are some of the challenges of social and emotional learning? And on what skills should educators focus? Education and psychology have long neglected emotional skills. In 1990, Peter Salovey and John D. Mayer provided a framework for delineating these skills and called it *emotional intelligence,* a term made widely familiar in Daniel Goleman's 1995 book of the same title. Emotional intelligence is the set of abilities that underlie competency in dealing with and acting upon emotion-relevant information. It includes the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to use feelings to facilitate cognitive activities and adaptive action; and the ability to regulate emotions in oneself and others.

Social and emotional learning (SEL) programs usually encompass a much broader set of skills. They are often expected to contribute to children's adjustment and success in life, as well as to the prevention of a wide range of social problems, such as violence, drug abuse, and teenage pregnancy. A number of SEL interventions have yielded encouraging results, and programs are multiplying. However, we should bear in mind that understanding of the development of social and emotional skills is still limited. So is knowledge of the best ways to promote these skills. Further research will need to identify which components of SEL programs are most important and most effective; that research will also need to determine whether it is the programs that lead to improvements or the quality of the teachers who deliver the programs; and that research will also need to discover the extent to which skills acquired in school generalize to other settings and situations.

Measuring Emotional Intelligence

Self-report inventories—mostly for adults—of various aspects of emotional intelligence have proliferated, but these are, at best, scales of self-confidence in one's emotional abilities. The most fruitful approach for assessing emotional intelligence is the use of task-based, ability measures that directly assess the various competencies that underlie emotional intelligence. The first comprehensive, theory-based battery for assessing emotional intelligence as a set of abilities was the Multifactor Emotional Intelligence Scale (MEIS). A refined successor to the MEIS, called the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) is now available and takes about thirty minutes to complete. This test measures the four dimensions of emotional intelligence outlined above: (a) perceiving and expressing emotions; (b) using emotions to facilitate thought; (c) understanding emotion; and (d) managing emotion in self and others. Studies using the MEIS suggest that emotional skills can be adequately mapped into these four, interrelated dimensions. Consistent with the idea that emotional intelligence is a set of abilities that are developed through learning and experience, scores on the MEIS improve with age. Emotional intelligence is associated with self-reports of empathy and parental warmth, and negatively related to social anxiety and depression. In recent work at the University of Southern California, adolescents scoring higher on the MEIS were less likely to smoke cigarettes or drink alcohol.

Challenges of Emotional Learning

People can learn to be more aware of emotional processes, and to understand, reason with, and regulate emotions adaptively. However, educators face numerous challenges in teaching social and emotional skills.

Developing Skills

We view emotional intellignece as a set of abilities that people can develop and improve upon. In order to be most effective, emotional skills, like any other skills, have to be practiced to the point that they become nearly automatic, especially in stressful situations. The development of emotional intelligence can be viewed as a long and effortful process. Habits of emotional regulation are often hard to change because are deeply entrenched and associated with other aspects of the self. Even maladaptive strategies often serve protective functions that make these tactics difficult for people to abandon. For SEL programs to have lasting impact, educators must therefore work with children on their social and emotional skills over several years.

People's ability to manage emotions reflects processes that they may not even be aware of, and that may be difficult to convey through explicit instruction. To a large extent, children acquire these skills through personal experience. They learn by doing. It is therefore important for educators to capitalize on informal learning, by helping children to learn from their everyday interactions with others and, more generally, by establishing a school atmosphere conducive to social and emotional learning.

Developing Flexibility

Another challenge of social and emotional learning is that intelligent behavior, in general, and emotional regulation, in particular, needs to be flexible and responsive to situational demands. People need to be open to their feelings in order to learn from their emotions, but they need to shift attention away from their feelings when further rumination about a problem would prove unproductive. This type of flexibility is difficult to teach. Too much self-control can be just as problematic as lack of adequate control over one's emotions. Excessive restraint can undermine the speed and immediacy of emotional reactions. In friendly interactions, overly constrained behavior can be viewed negatively. Overly controlled children tend to develop internalizing problems, such as anxiety disorders and social inhibition.

Ideally, SEL programs would help children to develop a large repertoire of coping strategies that they could draw upon flexibly according to circumstances. Creating opportunities for children to practice these strategies in diverse contexts and situations, and to discuss their feelings and experiences in small and supportive groups, under adult supervision, may help to promote flexibility and generalization of skills.

Molding temperament

Other limitations to developing effective emotional regulation have to do with biological constitution and temperament. Research suggests that emotional dispositions are partly inherited and influence the development of personality traits such as social extroversion, cheerfulness, and emotional instability. However, temperamental dispositions do not rigidly determine developmental outcomes. Experience and environment are important as well. Children can learn to cope with, and compensate for, their temperamental predispositions.

Broader Perspectives on Social and Emotional Adaptation

One of the advantages of an ability-based model of emotional intelligence is that it distinguishes the emotional skills that one can learn and develop (what we call emotional intelligence) from temperamental dispositions and personality traits influencing broader conceptions of social and emotional competence. In order to advance scientific research in this area, emotional intelligence should not be confounded with other psychological concepts such as personality. To understand the development of social and emotional competence, however, we may need to adopt a more holistic perspective. Broadly conceived, emotional regulation can be thought to encompass a very wide range of skills, touching upon almost every aspect of psychological functioning. It involves problem-focused as well as emotion-focused coping, proactive and reactive coping. For example, one way to deal with anxiety is to solve whatever problem is generating that feeling. Also, some people manage their lives so as to avoid distressing circumstances; such avoidance tactics, of course, often achieve the immediate goal but ultimately prove unproductive. In daily life, social and emotional processes, emotional, analytical, and practical intelligence, are often closely intertwined.

What Skills Should We Teach?

Given the broad range of skills and resources that contribute to social and emotional adaptation, how should we focus SEL programs? Because school time and educational resources are limited, investing in one set of skills is likely to detract from investment in others. How should educators choose the skills on which to concentrate?

There are several ways to address this question. One is that SEL programs should be tailored to the needs of the local student body, and the problems these students face at school, at home, and on the streets. If preventing violence is a crucial goal, then educators should choose a program that emphasizes social and emotional skills that have been shown useful for reducing violent behavior.

Another, more general way to address the same question is to focus on skills that are likely to generalize across domains and that are important for the development of further abilities. Preliminary evidence in support of our model of emotional intelligence suggests that there is a core set of interrelated emotional skills that SEL programs should promote. Helping children to overcome deficits in basic emotional abilities may promote self-understanding and the capacity to interact with others. It may forestall vicious cycles whereby early shortcomings become compounded over time, undermining opportunities for social interaction and learning. In addition, cognitive self-management skills, including planning and deliberation, monitoring and evaluating one's course of action, may be important for emotional regulation and for learning from experience. These skills are likely to generalize across contexts, and evidence suggests that they are important for preventing violent behavior.

In relation to other competencies, the repertoire of skills that people use in social interaction is very large, and many of these abilities may be context-specific. Evidence suggests that social skills are not closely interrelated, raising concerns about the extent to which specific skills will generalize across situations. It may not be possible or effective to address all relevant skills through formal instruction, and that is another reason why SEL programs should capitalize on informal learning. Programs should emmphasize self-management skills, involving control over one's thinging processess, planning monitoring, and evaluating one's couse of action. These skill are likely to contribute to self-regulationand and problem solving across domains. ⌘

Social and Emotional Learning in Teacher Preparation Standards

A Comparison of SEL Competencies to Teaching Standards

Jane E. Fleming and Mary Bay, University of Illinois at Chicago

Many teacher educators recognize that training preservice teacher candidates to teach and model social and emotional learning (SEL) skills in the schools has numerous potential benefits, such as improving classroom climate and reducing drug use, high-risk sexual behavior, and violence. However, compliance with national, state, and local performance-based standards for teacher preparation often leaves little room for consideration of SEL in teacher education programs. This curricular argument against SEL training is reinforced by the unexamined supposition that SEL content is incompatible with the performance-based standards prospective teachers need to learn. The result is that very few colleges of education have incorporated SEL training into their teacher preparation programs.

Comparing SEL Competencies to the Illinois Core Professional Teaching Standards

In an effort to test this "incompatibility theory," we compared the eleven Illinois Core Professional Teaching Standards (hereafter, Illinois standards)—and the subsets of knowledge and performance indicators associated with each of the standards—with the teacher competencies appropriate to SEL as identified by the Collaborative to Advance Social and Emotional Learning (CASEL). The Illinois standards were selected because they are aligned with national standards for teachers, especially for new in-service and pre-service teachers, having incorporated the standards of the Interstate New Teacher Assessment and Support Consortium, standards which have also been adopted by the National Council for Accreditation of Teacher Education. The Illinois standards were also selected because they are used to focus Illinois' teacher training programs on the knowledge and skills teachers need in the classroom, and they form the basis for assessing students in teacher education programs. The collection of teacher skills identified by CASEL as critical to students' social and emotional development can be organized into four categories, which are in turn based on the four major competency areas of SEL skills: (a) awareness of self and others; (b) positive attitudes and values; (c) responsible decision making; and (d) social interaction skills. The teaching and modeling of these skills must also be accompanied by a school climate that values positive social interaction and prosocial behavior and collaboration and coordination with families and communities.

The results of the comparison exceeded our expectations of the consistency and compatibility of the key social and emotional competencies for teachers with the Illinois standards. SEL competencies are included in 10 out of 11 of the standards. Of these 10, nine of the standards incorporate multiple SEL competencies. Moreover, *each* of the SEL teaching competencies outlined by CASEL is represented in one or more of the Illinois standards, indicating a clear integration of social and emotional learning principles in the core professional standards that all teachers must meet. The alignment of specific SEL competencies with the first eight standards—those most directly impacting students—are discussed in more detail below.

STANDARD 1. CONTENT KNOWLEDGE

Standard 1 of the Illinois Core Professional Teaching Standards involves the content knowledge that is central to a teacher's particular discipline, including the of use a variety of methods in teaching subject matter that take into account "students' conceptual frameworks and misconceptions." While this does not necessarily involve the promotion of SEL skills among students, it does imply a degree of SEL competence on the part of the teacher in terms of awareness of self and others. In order to adjust one's teaching methods to account for "common misunderstandings that impede learning," one must be cognizant of student misconceptions and reflective on one's own teaching practices.

STANDARD 2. HUMAN DEVELOPMENT AND LEARNING

Standard 2, which focuses on human development and learning, has very explicit connections to social and emotional learning competencies, requiring that teachers "design instruction that meets learners' current needs in the cognitive, *social*, *emotional*, *ethical*, and physical domains at the appropriate levels of development" [italics added]. The standard also states directly that a teacher should "understand how students…acquire skills" in these various domains, those skills in the social and emotional domain being awareness of self and others, positive attitudes and values, responsible decision making, and social interaction skills.

STANDARD 3. DIVERSITY

Standard 3 stresses skills for teaching in diverse settings and requires that teachers are prepared to create instructional opportunities for culturally, socially, economically, and academically diverse learners. This standard mandates that teachers "facilitate a learning community in which individual differences are respected" and therefore involves SEL by focusing on students' positive attitudes and values about themselves and others. It also ensures that teachers

have an understanding of how "family and community values" influence learning, and that teachers access "information about students' families, cultures, and communities as a basis for connecting instruction to student experiences."

Standard 4. Planning for Instruction

Standard 4 focuses on instructional planning and calls for teachers to be skilled in designing instruction that draws upon knowledge of the discipline, the students, the community, and the curriculum goals. Standard 4 is most closely aligned with the SEL principles of school-wide coordination and school–family and school–community partnerships. The standard calls on teachers to develop interdisciplinary approaches to learning, requiring that teachers create learning experiences that "relate to students' current life experiences," are "relevant to the students," and are "based on students' prior knowledge" in order to build "an effective bridge between student experiences and career and educational goals."

Standard 5. Learning Environment

Standard 5 places a strong emphasis on SEL, explicitly calling for teachers to engage students in activities that enhance their social and emotional development. The standard calls on teachers to establish a learning environment that is characterized by positive attitudes and values including "mutual respect" and student "support for one another." Teachers should also create opportunities for students to "assume responsibility for themselves and for one another." Furthermore, Standard 5 establishes the expectation that teachers engage students in activities that promote SEL skills, including responsible decision making and development of social interaction skills. In particular, teachers should use strategies to create a smoothly functioning learning community in which "expectations and processes for communication and behavior" have

(**Preparation**, continued on p. 27)

CASEL Key Social and Emotional Competencies for Teachers

1. Developing Student Awareness of Self and Others

1a. *Awareness of feelings*: The capacity to accurately perceive and label one's feelings

1b. *Management of feelings*: The capacity to regulate one's feelings

1c. *Constructive sense of self*: The capacity to accurately perceive one's strengths and weaknesses and handle everyday challenges with confidence and optimism

1d. *Perspective taking*: The capacity to accurately perceive the perspectives of others

2. Promoting Positive Student Attitudes and Values

2a. *Personal responsibility*: The intention to engage in safe, healthy, and ethical behaviors

2b. *Respect for others*: The intention to accept and appreciate individual and group differences and value the rights of all people

2c. *Social responsibility*: The intention to be honest and fair in one's dealings with others, contribute to one's community, and protect the environment

3. Supporting Responsible Decision Making

3a. *Problem identification*: The capacity to identify situations that require a solution or decision and assess risks, barriers, and resources

3b. *Adaptive goal setting*: The capacity to set positive and realistic goals

3c. *Social norm analysis*: The capacity to critically evaluate social, cultural, and media messages pertaining to social norms and personal behavior

3d. *Problem solving*: The capacity to develop positive and informed solutions to problems

4. Fostering Student Social Interaction Skills

4a. *Active listening*: The capacity to attend to others both verbally and non-verbally in order to demonstrate to others that they have been understood.

4b. *Expressive communication:* The capacity to initiate and maintain conversations, express one's thoughts and feelings clearly both verbally and non-verbally

4c. *Cooperation*: The capacity to take turns and share within both dyadic and group situations

4d. *Negotiation*: The capacity to resolve conflict peacefully, considering the perspectives and feelings of others

4e. *Refusal*: The capacity to make and follow through with clear "NO" statements, to avoid situations in which one might be pressured, and to delay acting in pressure situations until adequately prepared

4f. *Help seeking*: The capacity to identify the need for support and assistance and to access available and appropriate resources

5. Supporting School-Wide Coordination of Instruction

5a. Joint planning by teachers

5b. Development of a school climate characterized by mutual support and trust between teachers and students

5c. Specifying roles in program planning for nonteaching personnel, such as those providing student health and mental health services

6. Developing School-Family Partnerships

6a. Establishing regular communication channels between schools and families

6b. Building family members' capacity to be supportive of and involved in their children's education both at home and in the classroom

7. Building School-Community Partnerships

7a. Enhancing students' understanding of and ability to use community resources

7b. Encouraging members of the community to participate in classroom instruction and provide service learning opportunities for students

How Social and Emotional Learning is Infused into Academics in the Social Decision Making/Social Problem Solving Program

Maurice J. Elias, Rutgers University

A great deal has been written about social decision-making and social-problem solving process. As an approach to education, it has an extensive lineage, going back to the work of John Dewey (1933). In recent years, the work of the Social Decision-Making/ Social-Problem Solving Project (SDM/ SPS), begun at Rutgers University in 1973, has been in the vanguard of this approach. The SDM/SPS Project's collaborative field research and development with teachers, administrators, and parents have led to the development of curriculum, instructional approaches, and extensive implementation strategies; the program now is being used in hundreds of classrooms in nearly half the states.

Children who were participants in SDM/SPS, relative to controls not in the program, derived many benefits from the training, including:

- greater sensitivity to others' feelings
- better understanding of the consequences of their behavior
- increased ability to assess interpersonal situations and plan appropriate actions
- higher self-esteem
- more positive prosocial behavior
- better transition to middle school
- lower than expected levels of antisocial, self-destructive, and socially disordered behavior
- improved learning skills and academic achievement in areas which had been infused with social decision making
- improved self-control, social awareness and social decision making and problem solving, both inside and outside the classroom.

These original findings have recently been replicated, and the National Education Goals Panel designated the program as a model for Goal #7 (Safe, Drug Free Schools).

The core of the project involves building the social and emotional skills of students. It focuses on self-control, group participation, and social awareness, and a decision-making strategy to use when faced with difficult choices under stress or when planning, all aimed at preventing problem behaviors and promoting successful social and academic performance. The Project demonstrates that the infusion of SDM/SPS—and attendant social and emotional learning skills—into the curriculum provides a natural augmentation of elements already present in academic learning.

The SDM/SPS–Academics Connection

Integrating SDM/SPS into academic work of students builds their social and emotional learning (SEL) skills and enriches their academic studies by linking these studies to social and emotional processes. The centerpiece of SDM/SPS is FIG TESPN, an acronym for a pervasive, sequential decision-making and problem-solving strategy, analogous to the strategies and purposes of both SEL and academic learning. FIG TESPN provides complete guide to the process of confronting and dealing with a problem or decision.

In the SDM/SPS approach, skills are taught to students through structured curricula, then reinforced through an extensive series of varied applications. The learning of these skills can be integrated into the teaching of literature, social studies, current events, and health education. Because much of what children read involves characters in stories making decisions, reacting to conflicts, coping with strong feelings, and navigating interpersonal situations, young readers' application of FIG TESPN to their literary reading makes use of a natural correspondence and improves comprehension. Both history and current events can be thought of as a series of decisions made by individuals or groups, often in response to actual or anticipated problems, accompanied by strong feelings, and reflecting certain goals, options, and consequences.

A Look Ahead: SDM/SPS and Instruction in Urban Schools

The integration of SEL—including programs like SDM/SPS—into urban schools, the places where youth are at highest risk for problem behaviors and poor academic outcomes, is sometimes hampered by other school reform efforts, especially programs narrowly aimed at improving reading—programs which usually ignore the effect of children's emotions on their learning. For example, certain vocabulary can negatively impact a child's ability to learn: SEL-deprived children confronting common words—"mother," "father," "sister," "brother," "home"—lack the skills to put aside their feelings and continue with the task at hand. Social and emotional learning programs, like The Responsive Classroom and SDM/SPS, directly address such problems, providing emotional buffers by helping children differentiate conditions at home and conditions at school. Furthermore, when compared with the skills of emotional intelligence, the U. S. Department of Education's reading standards for grade 3—standards which imply those for other

Focusing on signs of feelings in themselves and others.
Identifying issues or problems.
Guiding themselves with goals they have identified.
Thinking of many alternative solutions or ways to get to their goals.
Envisioning possible consequences in strong visual detail.
Selecting their best solution that will get them to their goal.
Planning, practicing, preparing for obstacles before acting.
Noticing what happened when they acted for future problem solving

grades as well—show significant overlap, especially in comprehension.

Moving Toward Pre-K to Grade 12 SEL in Urban Schools

For the past 3 years, I have been working with the Plainfield, NJ, school district as it embarks on a 7-year effort to bring SEL into the schools from pre K–grade 12. As this has happened, we have had to simultaneously work with the district's adoption of Whole School Reform models, especially America's Choice and its highly prescriptive approaches to literacy. In this context, there have been clear revelations about the instructional processes needed to impact students' SEL in a way that will bring synergy to their reading abilities. Obtaining the kinds of integration of SDM/SPS strategies noted earlier is essential. This integration is founded on certain sets of instructional processes linked to building skills that children can readily access in everyday life decisions and contexts, particularly when under stress.

The most effective ways to teach students SEL skills and create environment in which those skills are reinforced is through repetition and coordination with a variety of activities. The instructional process used in SDM/SPS to build a skill is as follows:

1. Determine the needs of the students.
2. Select a skill focus.
3. Prepare the students: describe situations in which the skill is used, explain the skill, and elicit a rationale for the importance of the skill; a rationale must be provided before instruction can begin.
4. Ask how students have handled similar situations before, what coping methods have they employed.
5. Break the skill down into its component parts.
6. Teach a prompt or name for the skill to use when cueing its practice.
7. Ask students to identify when the skill would be useful to them.
8. Teach the component parts through modeling.
9. Provide hypothetical situations (via stories, videos, role-play vignettes) for guided practice and rehearsal with feedback.
10. Encourage use of the skill outside of the lesson and integrate with other academic skills.
11. Begin subsequent meetings with reviews and testimonials to reinforce skills and monitor progress reinforce skills, and determine the next area of focus.

This process is similar to the instructional design of most empirically-supported, curriculum-based approaches to SEL, but often too little consideration is given to how material presented in curricular lessons will find its way into children's behavioral repertoire and be put to regular use, especially given the emotional state that many urban learners are in. Therefore, plans for promoting skills' application are as important as the lessons. For example, role playing and observing simulations are necessary parts of SEL efforts, and children must be encouraged to self-monitor via journals and checklists. It is also essential to relate social-emotional skills to instructional processes in the classroom and academic content areas. Examples include the application to students' participating fully in cooperative learning groups and otherwise ensuring that the classroom is a primary arena for normative SEL skills. Furthermore, it is unreasonable to expect children to learn SEL skills without an extended period of cueing and prompting, yet this phase of skill building is most often omitted. Prompts—posters, cue cards, or other signals established between a teacher and students—are used to elicit students' transfer of the skills outside the instructional setting, and might, for example, signal students to self-calm, to control impulses, or, in the case of SDM/SPS, to do problem solving: "Use FIG TESPN."

The immediate goal of such prompts may be to interrupt potentially disruptive situations and to stimulate emotional regulation and problem-solving thinking. The eventual goal is to build students' ability to regulate their own emotional reactions. Unless students are given proactive strategies to regulate their emotions and direct their energies toward learning, it is unlikely that added instructional hours or days will eventuate in corresponding amounts of learning.

Conclusion

Curriculum-based SEL lessons provide structured opportunities for skill instruction and practice that can then combine with students' self-monitoring of their own skill development, and ongoing external prompts by adults to promote skill use. These skills must also be integrated into everyday academic instruction if generalization is to be maximized. It is also essential that the broader classroom and the school context—including parents, bus drivers, community sports coaches, for example—reinforce the use of skills. The combination of these elements yields positive student outcomes and significant behavior change.

The SDM/SPS approach—like other approaches discussed in this volume—provides a framework that introduces continuity amidst the extraordinarily diverse topics and mandates and coping challenges with which children, teachers, and parents must contend. It builds competence and confidence by concentrating on a basic set of skills which are taught explicitly while applications to social and academic areas are made with regularity. Because one cannot prepare children for every problem they will face, providing students with strategies results in continuity over time and across experiences.

Perhaps most important, however, is that these approaches provide the tools for educators at all levels to move decisively from the question of whether to enhance children's social competencies and life skills to confronting the task of how this goal is to be accomplished—and in a way that simultaneously lifts all students' academic potential. ⌘

Social Development and Social and Emotional Learning

The Seattle Social Development Project

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As the social and emotional learning (SEL) field has developed, it has moved away from short-term, sporadic programs focused on specific problems and towards comprehensive, multi-year interventions designed to impact a wide range of behavioral and academic outcomes. Fueling this development is a growing recognition that the teaching of social and emotional competence is most effective when supported by the child's larger environment. The application of a model of social development to the design of SEL programs can help focus on creating the conditions that lead youths to build strong prosocial bonds in that environment, thereby enhancing their social and emotional development and their academic success

Social and Emotional Learning

Social and emotional learning encompasses a wide range of personal and interpersonal abilities: self-motivation and persistence; self-management of impulses and moods; decision making, including resisting negative, limiting influences and delaying gratification; and effective communication. Educating children to achieve competence in these abilities entails helping them understand and manage their emotions and develop effective social skills in order to build positive relationships and make healthy choices. The development of *emotional* competence develops one's ability to cope with stressful situations, leads to improved brain development, and plays an integral role in learning through its role in focusing attention. The development of *social* competence enables children to form positive relationships; those that do exhibit fewer problem behaviors. These competencies are inseparably related and form the foundation for academic success: Peer acceptance and socially appropriate behavior are strongly influenced by a child's emotional regulation, and, in turn, a child's social relationships play a powerful role in adjustment and success in school.

A Theory of Social Development

Our social development model (SDM) describes how children learn patterns of behavior and how social systems of opportunity and reward in their environment guide children either toward or away from positive behavior and school success. The model asserts the importance of social bonds in shaping behavior. The SDM proposes that children develop bonds of attachment and commitment to school to the extent that they consistently experience opportunities to be actively engaged in learning and experience rewards and recognition for their learning efforts. Children's social and emotional competencies are important in producing reinforcement from the school environment that leads to bonding. Because bonding can operate in interactions with both prosocial and antisocial others to the extent an individual bonds to prosocial others—and thereby invests in the values and beliefs they represent—that person is less likely to violate expectations by engaging in antisocial behavior. In contrast, studies show that children who bond with drug-involved family members are more likely to engage in drug use themselves. Some students who lack the competencies required for successful prosocial engagement may find that the skill threshold for antisocial behavior is more easily achieved.

Committment and attachment are more stable qualities than rewards. They are emotional and personal investments in social units, and the concept of investment implies a degree of stability and future oreintation, the promise of future involvement. such investments are built up through each day's involvements and rewareds, the the cumulative weight of the investment is more than the sum of that day's rewards.

Social Development and Social Emotional Learning

If social and emotional competencies are to lead to social bonding, children must be provided with developmentally appropriate opportunities to practice these skills and must be rewarded for exercising those skills successfully. The creation of opportunities for prosocial interaction allows children to use their social and emotional competencies while developing powerful protective attachments to positive social influences. The conditions required for developing prosocial attachments specified by the SDM are consistent with the best practice recommendations of SEL researchers, which emphasize that opportunities should take place in a range of social contexts. But to create attachment to prosocial groups and individuals—which in turn motivates students to become involved in the classroom or other prosocial environments—participation must be competent, and their behavior must produce positive reinforcement.

Implications for Developmental Interventions

Preschool children's prosocial or antisocial development depends on the quality of their interactions with parents and other adult caregivers. Competent caregiving facilitates healthy development, but low interpersonal, educational, and financial resources of caretakers

increase the risks for cognitive delays, which increase the risk for school failure and for psychopathology. Preschoolers' constitutional endowments, such as low birthweight, or personal characteristics, like positive temperament, can also influence development.

The interaction patterns established during the preschool years form the foundation for the patterns of bonding and behavior that develop in early elementary school. In the early elementary years, teachers largely determine the opportunities for prosocial involvement and rewards available in the school setting. The structure of the classroom, how lessons are taught, the way recess is managed, and the overall school climate all interact with children's attitudes and skills to determine the level of prosocial bonds that students develop during the elementary period, bonds that lead to a commitment to schooling and academic success.

The types of social bonds children have established in preschool and early elementary school powerfully influence the choices they make as they develop peer networks. Children who have formed strong prosocial bonds will be less likely to form friendships with peers who are involved in drug use and delinquency. The bonds to prosocial or antisocial peers and adults that developed in middle school have a powerful role in determining youths' behavior and choices in high school.

Social and emotional competence is the bridge that allows youths to become successfully engaged with prosocial environments. At each developmental stage, children's skill at reading others and managing their own emotions and behaviors helps them recognize opportunities to participate and gain rewards in academic and social situations. The competencies gained through social and emotional learning programs provide children with the skills for participation leading to a commitment to prosocial actions and relationships.

Seattle Social Development Project

We know that improved social and emotional competence helps children cope with stress, develop healthy cognitive abilities, focus attention, and form relationships with peers and adults. We also know of many successful strategies that have increased opportunities for active involvement of young people, strategies that have produced positive behavioral and academic outcomes: adult and peer tutoring and mentoring, community service, classroom management, cooperative learning in classrooms, and buffered transitions to middle and high school.

In developing The Seattle Social Development Project (SSDP)—a school-based test of a set of interventions based on the principles of our social development model (SDM) and the kinds of strategies listed above—we hypothesized that increasing opportunities, skills, and recognition for positive involvement in school and family during the elementary grades would set children from high-crime neighborhoods on a positive developmental trajectory toward more positive academic outcomes and fewer health-risk behaviors later in adolescence.

The classroom component of SSDP trained teachers in four key areas to promote of the children's social competence: (a) classroom management to minimize of disruptions and negative behavior and reward positive behavior; (b) making clear expectations and explicit instructions concerning attendance, classroom procedures and behavior; (c) interactive teaching techniques to increase student-teacher involvement; and (d) cooperative learning methods. Also, first graders were provided training in Interpersonal Cognitive Problem Solving, a social competence program focusing on building communication, decision-making, negotiation, and conflict resolution skills. In the sixth grade, students received training to help them recognize and resist negative social influences.

The SSDP sought to support students' social development by enhancing the family environment as well. In the first and second grades, parents were offered training in child behavior management skills In the second and third grades, parents were offered another program to improve parent-child involvement and to provide a supportive learning environment at home. The parents of fifth and sixth graders were offered a program effective in protecting children ages 9-14 from substance abuse by increasing prosocial bonding, setting and reinforcing clear expectations for children's behaviors, teaching children to resist negative peer influences, reducing family conflict, and controlling emotions.

Studies of the SSDP show that teachers' use of the intervention teaching practices led to changes in students' perceptions of the opportunity and reward structure of the classroom and resulted in stronger bonding to school and improved academic and behavioral outcomes. At the end of grade 6, girls from low-income families displayed significantly more classroom participation and more bonding and commitment to school than their comparison counterparts. Boys from low-income families were significantly more likely to report improved social skills, school work, and commitment to school, to have better test scores and grades, and were less likely to have antisocial peers than were comparison boys.

The long-term effects of their elementary grade interventions on both achievement and behavior are noteworthy. At age 18, six years after the intervetion ended, teens who had been in the full intervention had sigificantly better school grades and academic success than did their control counterparts, and they were less likely to have repeated a grade in school. Moreover, significantly fewer had engaged in school misbehavior, violence, heavy alcohol use, and risky sexual activity by age 18.

(**SSDP**, continued on p. 27)

Community in School as Key to Student Growth

Findings from the Child Development Project

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In the course of 20 years of work on the Child Development Project (CDP), we have come to believe that community building in school provides a powerful focus for improving educational practice, especially practice aimed at helping children become caring, principled, and intrapersonally and interpersonally effective in a caring community of learners. But we also have come to believe, based on evaluation data gathered over time and described here, that a singular focus on community building may not be sufficient for promoting academic achievement.

Caring Community of Learners

For us, a "caring community of learners" exists when students experience themselves as valued, contributing, influential members of a classroom or school, which they perceive as dedicated to their welfare and growth. We regard the key components of a caring community of learners as:

- respectful, supportive relationships among students, teachers, and parents
- frequent opportunities to help and collaborate with others
- frequent opportunities for autonomy and influence
- emphasis on common purposes and ideals.

We advocate these four principles be deliberately factored into educators' planning and decision making about school policy, pedagogy, structure, and content.

How Sense of Community Influences Children's Development

Students have basic psychological needs for belonging, autonomy, and competence; and their level of engagement with school depends on whether these needs are fulfilled there. Various experiences associated with participation in a caring school community help students to satisfy their basic psychological needs and develop intellectual and sociomoral capacities, including knowledge of academic subject matter, reasoning skills, empathy with others, social skills, and understanding of values endorsed by their school and community. In CDP schools, these values include the worth of learning, self-motivation, and self-control, as well as ethical, democratic values

The CDP Program

The CDP school improvement program focuses on making comprehensive change in the classroom, in the school at large, and in the links between home and school. In brief, the CDP program includes:

- a reading/language curriculum enabling children to explore the needs, behaviors, and perspectives others;
- cooperative learning both to master academic material and to work with others;
- classroom management that creates friendly classrooms, which in turn stimulate learning and help students learn self-discipline;
- home–school activities that invite families to shape the life of the school and support their children's learning at home; and
- school service programs that help students establish caring, helpful relationships with each other.

A limited assessment of CDP provided positive results for the program and suggested sense of community is significantly related to many desirable student outcomes; however, no effects were found on standardized achievement test scores.

Recent Six-District Study

In 1991, we initiated a more extensive examination of the effects of community at 24 elementary schools in six school districts implementing CDP. The schools in this sample—two program schools and two matched comparison schools from districts across the United States—were diverse in size, economic and ethnic composition, and academic achievement.

Relationships of Sense of Community to School and Classroom Characteristics at Baseline

Findings from our baseline assessment, conducted prior to the introduction of CDP, indicate that both students and teachers were less likely to feel themselves members of a cohesive school community in less affluent settings. The baseline data also showed that teacher characteristics (e.g., teacher warmth and supportiveness) and teaching practices (e.g., promotion of cooperation) were strongly related to students' sense of community, and that these relationships were independent of the school's poverty level. Students' sense of community was strongly associated with numerous measures of student attitudes, motivational orientations, and behaviors, and was consistently associated with a positive orientation toward school and learning.

Program Implementation and Outcomes in the Six-District Study

In this study, 5 of the 12 program schools showed significant implementation of the elements of the CDP program; seven schools did not. In these latter seven schools, student attitude, motivation, and classroom behavior measures generally declined relative to their comparison schools, as did some indices of achievement. For the five high-implementation program schools, over 50% of the student outcome variables showed significant effects favoring program students, including:

- Effects on student attitudes, motives, and inclinations, such as sense of school as community
- Effects on teacher reports of practices, attitudes, and perceptions, such as greater provision for student autonomy/influence.

Effects on Student Achievement

As a group, the five high-implementation schools showed no significant effects on the DSC measures of reading comprehension and inductive reasoning. Students in two of the five schools, however, showed large, positive differences from their comparison schools on a state performance assessment in reading, math, social studies, or science in one, two, or all three years of assessment.

Modeling Analyses

We also analyzed the effects of CDP program implementation on student outcomes over time. The findings clearly indicate that participation in CDP had positive effects on teachers' classroom practices, that these practices in turn influenced students' sense of community, and that these changes in sense of community brought about desirable changes in academic attitudes, motivation, and behaviors. However, we did not find a mediating relationship when we used our available achievement data to examine the possible role of sense of community in mediating academic achievement. We examined additional models in which engagement in class and student motivation were explored as alternative or additional mediating variables, and here, too, we did not find evidence of mediating relationships.

Middle School Follow-Up Study

In a recent four-year follow-up study, we tracked students from three high-implementation and three low-implementation program schools (all characterized as serving "high-risk" student populations) in three of the six districts, along with their comparison school counterparts, as they progressed through middle school. Former students from the low-implementation program schools fared significantly ($p<.05$) worse during middle school, relative to former comparison students, on 10% of 40 outcomes. Thus some of the negative effects found during the elementary years for these schools continued through the middle grades.

Former students from high-implementation schools significantly outperformed comparison students on fully 50% of the 40 outcomes. No differences favored their comparison students. Most interestingly, former program school students significantly outperformed comparison students on two key measures of academic achievement—grade point averages and achievement test scores—and eight of nine other outcomes related to academic attitudes and motivation (e.g., educational aspirations, respect for teachers).

Conclusions

Concerning the importance of community in school and the effectiveness of the CDP program, our research shows that:

- Schools differ in the extent to which students regard them as caring communities.
- Sense of community is positively related to a large number of desirable outcomes for students.
- A coherent set of teacher characteristics and practices is related to students' sense of community.
- A challenging program to implement, DDP's acceptance and adoption in schools turned out to be something of an all-or-nothing proposition.
- When consistently implemented within a school, the CDP increased students' sense of community.
- CDP produced many benefits for students, through its mediating effect on community—on character-related outcomes, social and emotional outcomes, avoidance of problem behaviors, and academic motivation and aspirations. But CDP did not always promote academic achievement during the elementary years.
- Many CDP benefits persisted in middle school; some new effects materialized, notably a substantial effect on academic achievement.

These findings point to the importance of school bonding as a mediator of healthy learning and growth. Students who experienced school as a caring community tended to become committed to the school's goals and values, resulting in improved self-confidence, ethics, social skills, and academic motivation.

In light of academic assessment pressures on elementary schools, we have come to believe that those schools that wish to focus on building community must also establish two additional priorities for the full range of students they serve. These priorities are sometimes labeled "academic press" and "academic support":

- *High expectations*. Recognizing that students differ in strengths and abilities, schools should work for every student's continuing progress by tracking student learning.
- *Important and engaging learning opportunities*. Connect to students' interests and prior experiences and tap the motivation to learn.

Others have investigated the relative importance of sense of community and academic press for boosting academic achievement. Our research now leads us to agree with other recent publications that have found that without an emphasis on academics, fostering community in school is inadequate for producing achievement gains among low-income, urban students.

A growing body of research indicates a relatively focused reform agenda can effectively attain both academic and social growth. That agenda—academic press, academic support, and a focus on building community in school—may meet the needs of both students and society. This agenda may be particularly beneficial for disadvantaged students. Challenging, engaging, and caring schools may provide the pivotal support needed by students who have been least likely to succeed. ⌘

The P(romoting) A(lternative) TH(inking) S(trategies) Curriculum

Theory and Research on Neurocognitive and Academic Development

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The study of child development has long had three streams of research with only occasional interface: cognitive development, language development, and social-emotional development. In spite of the absence of empirical integration, a number of theoretical models have clearly linked affect, cognition, and behavior, including psychoanalytic, educational, social-cognitive, and neurocognitive theories. Recent psychoanalytic theory, in conjunction with developmental neuropsychology, for example, postulates that the manner in which a child's brain becomes structuralized is highly dependent on the social-emotional interactions between the child and the child's significant others. Also, research in neuroscience indicates that the two areas of cognitive and emotion regulation in the frontal lobes of the brain are mutually inhibitory: As one area increases activity, the other reduces it. At a general level, these theories all support the notion that one's ability to regulate strong emotions (anger, anxiety, sadness) and to have self-awareness will directly impact one's performance, be it social or academic. Specifically, teaching children how to have better self-control and to more effectively utilize their cognitive and communicative skills should lead to better interpersonal functioning as well academic performance.

The PATHS Curriculum

Research strongly suggested that a comprehensive prevention program in the classroom setting had the potential to provide much needed assistance for both normally-adjusted and behaviorally at-risk students. In addition, we believed that the rapid and complex cultural changes of the past few decades, emotional ans social competency crucial requirements for adaptive ansd successful functioning of children and for their continuing adaptation as adolescents and adults. The PATHS (Promoting Alternative THinking Strategies) Curriculum was developed to fill the need for a comprehensive, developmentally-based curriculum intended to promote social and emotional competence and prevent or reduce behavioral and emotional problems. From its inception, the goal of PATHS focused on prevention through the development of essential developmental skills in emotional literacy, positive peer relations, and problem solving. PATHS is designed to be taught by elementary school teachers from grades K–5 as an integrated component of the regular year-long curriculum. To ensure that children use skills in other contexts, generalization activities and strategies were incorporated.

More recent literature reviews have indicated that successful school-based SEL programs (a) use a program of longer duration, (b) synthesize a number of successful approaches, (c) incorporate a developmental model, (d) provide greater focus on the role of emotions and emotional development, (e) emphasize generalization techniques, (f) provide ongoing training and support for implementation, and (g) use multiple measures and follow-ups for assessing program effectiveness. All seven of these critical factors have been incorporated into the PATHS curriculum and research.

Theoretical Rationale and Conceptual Framework

The PATHS program is based on four conceptual models, all integrated into the paradigm that is popularly known as "emotional intelligence." The first, the Affective-Behavioral-Cognitive-Dynamic (ABCD) Model of Development, focuses on the promotion of optimal integration between affect, behavior, and cognition/language. This integration is of crucial importance in achieving socially competent action and healthy peer relations. The second model incorporates an eco-behavioral systems orientation and emphasizes safe and caring classrooms and schools, that is, a learning environment that supports the children's use and internalization of the material in real-life opportunities to use its skills and structures. Recent psychoanalytic theory provides the third conceptual model on which we based PATHS. This theory indicates that learning experiences in the context of meaningful relationships during childhood influence the development of neural networks between different areas of the brain, which in turn affect self-control and emotional awareness.

The forth model involves the domains of neurobiology and brain structuralization/organization. The executive functions of the left and right frontal lobes (including such domains as attention, concentration, frustration tolerance, social problem-solving skills, self-control, and the management of affect) are crucial for both higher-level learning and for mature behavior. Deficits in the functioning of any of these areas can affect the development of other domains. Moreover, it is important to note that these abilities do not automatically develop but rather must be learned by each individual and are heavily influenced by environmental input

throughout early childhood. To promote the development of executive control, PATHS teaches children to practice conscious strategies for self-control. We hypothesized that verbal identification and labeling feelings would powerfully assist with managing these feelings, controlling behavior, and improving hemispheric integration. Thus, we introduced several strategies that require both the affect recognition and labeling of the affect.

We also incorporated strategies in PATHS to optimize the nature and quality of teacher–child and peer–peer interactions that are likely to impact brain development as well as learning. PATHS encourages children to discuss feelings, experiences, opinions, in a supportive and respectful environment. These aspects of PATHS facilitate the internalization of feeling valued, cared for, appreciated, and part of a social group, which in turn, motivates children to value, care for, and appreciate themselves, their environment, their social groups, other people, and their world.

The PATHS prevention model contains a number of basic principles that are drawn from the theories previously discussed. First, the school environment is a fundamental ecology and one that can be a central locus of change. Second, to affect significant changes in children's social and emotional competence, it is necessary to take a holistic approach that includes a focus on affect, behavior, and cognitions. Third, children's ability to understand and discuss emotions is related to their ability to inhibit behavior by utilizing verbal self-control. Fourth, children's ability to understand their own and others' emotions is a central component of effective problem-solving and social interactions. Fifth, developmental models indicate that it is important to build protective factors (e.g., promote reflective thinking, problem solving, and the ability to accurately anticipate and evaluate situations) that decrease maladjustment. These skills, in turn, increase children's access to positive social interactions and provide opportunities for a greater variety of learning experiences. As such, these skills should also contribute to the amelioration of significant underachievement and promote skills that are beneficial to the prevention of other types of adolescent problem behaviors in the future (e.g., aggression, substance abuse, dangerous risk-taking).

Brief Description of the PATHS Intervention

The PATHS Curriculum consists of an Instructional Manual, six volumes of lessons, pictures, photographs, posters, and additional materials. PATHS is divided into three major units (1) the Readiness and Self-Control Unit (12 lessons), (2) the Feelings and Relationships Unit (56 lessons that emotional intelligence), and (3) the Interpersonal Cognitive Problem-Solving Unit (33 lessons). Two further areas of focus in PATHS involve building positive self-esteem and improving peer communications/relations. PATHS allows for flexible implementation of the lessons over a 5-year period.

Evidence of PATHS Program Effectiveness

There have been five clinical trials of PATHS. Four of these have involved special needs students: two interventions for students with behavioral problems and two for hearing-impaired children. Over 9,000 children participated in the five trials. Across these trials, PATHS has been shown to improve social cognitions and social and emotional competencies and reduce aggression and depression across a wide variety of elementary school-aged children. Students' ability to solve social problems, interpersonal conflicts and dilemmas in a prosocial manner increased, as did their emotional recognition skills. In addition, these findings have shown cross-rater validity, as they have been reflected in teacher ratings, self-reports, and child testing/interviewing. Positive effects have also been found on some cognitive/academic skills. Students have shown greater efficiency in cognitive problem solving and flexibility and in the quality of their planning skills, including less impulsiveness. Children in both the hearing-impaired cohorts showed significant improvement in reading; however, none of the four trials which measured mathematical achievement revealed any lasting improvements, which was contrary to our original hypothesis of the effects of the PATHS.

Implications and Discussion

The five studies conducted over the past two decades indicate that PATHS shows efficacy in improving the social competence and adaptation of a wide variety of children. We believe that a central reason for these findings is that PATHS is well grounded in a broader, interdisciplinary model of the developing child. Our theoretical paradigm regarding the integration of affective, cognitive, and linguistic development, our utilization of theoretical models from modern neuroscience and psychoanalytic thinking, and our conceptualization of the eco-behavioral interactions within the school, all drive the actual activities utilized in the PATHS Curriculum model. Further, both our data and recent findings in neuroscience point to the importance of considering social-emotional development as best

(**PATHS**, continued on p. 26)

The Resolving Conflict Creatively Program

A School-Based Social and Emotional Learning Program

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As the toll on children's academic development due to socio-emotional problems has become clearer, interest has increased in social and emotional learning (SEL) efforts to promote academic achievement as well as social-emotional health. This chapter focuses on one such program designed to promote two very important features of SEL, namely conflict resolution and intergroup understanding: The Resolving Conflict Creatively Program (RCCP).

RCCP: History and Goals

The program began in 1985 in three schools in Brooklyn Community School District 15 as a collaborative project initiated by the district's superintendent, Educators for Social Responsibility Metropolitan Area (ESR Metro), and the New York City (NYC) Board of Education. By 1993, it was serving 110 schools in NYC, and currently involves 175,000 children in 13 diverse school systems. The RCCP aims to teach youngsters in grades K–12 skills to deal positively with conflict and diversity and to help educators create collaborative and non-violent classrooms and school communities.

The RCCP started with what remains its core component: professional development for teachers—introductory and advanced training and classroom coaching—to support their implementation of the RCCP curriculum both in classroom lessons and throughout the school day. Over the years, the RCCP added other components, including peer mediation, training for parents and administrators, an intervention for high-risk youth, and training for staff to build capacity. For students, RCCP activities develop understandings and skills in a wide range of SEL-related topics including active listening, assertiveness, handling feelings, negotiation, celebrating differences, and countering bias.

Two independent, small-scale evaluations in 1988 and 1989 indicated, based on teacher reports, that the program was reducing violence-related behavior and promoting caring and cooperative behavior in classrooms. In 1994, a large-scale, short-term longitudinal, quasi-experimental study was initiated, and included data gathered directly from children, from children's teachers, and from school records.

Evaluation Design and Results

Data for the study was collected at four times over a two-year period (1994-1996) from more than 5,000 children in grades 1-6 in 15 elementary schools drawn from four community school districts in NYC. Because the 110 schools implementing the RCCP were at various stages of implementation, the study was designed to capture and evaluate variation in RCCP as typically implemented within the NYC public school system. A Management Information System (MIS), developed by the RCCP practitioner and research team, enabled staff developers to collect and record data on (a) the amount of staff development (training and coaching) a teacher received and (b) the number of RCCP lessons a teacher taught.

In order to measure the influence of RCCP on children's development, the practitioner and research team identified and measured four domains which might be affected:

1. Teachers' reports of children's aggressive and prosocial behaviors;
2. Children's reports of their own behavioral symptomatology;
3. Children's social-cognitive and interpersonal behavioral processes known to place them at risk for future aggressive and violent behavior; and
4. Children's academic achievement in reading and math.

In order to test how exposure to RCCP affected children's development, we collected data to estimate children's growth trajectories (rates of development) in each of these four domains from ages 6 to 14. Independent of children's demographic characteristics and participation in RCCP, two patterns of growth trajectories were revealed: (a) children's hostile attribution bias (the tendency to attribute hostile intent to an ambiguous action on the part of another) and self-reported conduct problems both increase over time, and (b) children's competent interpersonal negotiation strategies and teacher ratings of children's aggressive behavior increase between the ages of 6.5 and approximately 9.0 years and then decline to age 14.

RCCP Effects on SEL and Academic Learning

Our hypothesis was that the more RCCP lessons children received from their teachers, net of other factors, the slower would be their growth in negative outcomes (e.g., aggressiveness) and the faster their growth in positive outcomes (e.g., academic achievement). Our findings confirmed these predictions: High rates of instruction in the SEL curriculum were related to deflections in children's social-emotional developmental trajectories away from a path of risk for future aggression and violence. For children in grades 3–6 receiving standardized math and reading tests in 1994, 1995, and 1996, high rates of instruction in the RCCP curriculum were also related to improved trajectories of children's academic performance between the ages of approximately 7.5 and 14.

Students of teachers who received a relatively greater amounsts (≥ 1SD above mean) of Teacher Training and Coaching actually did less well. Both the RCCP staff and the research team interpret this as an indication that the most resistant teachers received the most training.

Because children were not assigned to teachers based on teacher participation in RCCP, these results are unbiased estimates of the effects of being in a "high lessons" classroom on children's developmental and academic trajectories. But because teachers chose whether and how much to participate in RCCP—that is, the quasi-experimental design—we cannot be sure whether the effects on children's SEL and academic achievement trajectories are due to the RCCP lessons per se, to unobserved characteristics of "high lessons" teachers, or to some combination of these.

The Relationship between SEL and Academic Achievement

With this caveat in mind, we sought evidence that RCCP's effect on children's SEL accounts for RCCP's effect on children's academic learning by invoking two different models. The mediated effects model proposes that SEL mediates the effect of RCCP on academic achievement. The independent effects model, in contrast, hypothesizes that RCCP has separate effects on both SEL and academic achievement. To date, our results clearly support the independent effects model. While a final set of analyses testing whether these findings vary by features of children's classrooms are still underway, we conclude that children's high rates of exposure to RCCP lessons appears to have separate and independent effects on both children's SEL and their academic achievement.

Implications

Critics of SEL fear more time and attention devoted to SEL would mean less for academic learning and result in lower achievement. Our findings offer clear evidence that the effects of RCCP on SEL and academic learning, while not causally related, are both positive. Children of "high lessons teachers" grew better both in social-emotional domains (like hostile attribution bias and interpersonal negotiation strategies) and in academic domains (reading and math achievement). Furthermore, the developmental effects of "high lessons teachers" are robust across most of RCCP's wide range of student and school characteristics.

The implications of these findings for both practice and policy are great whether future research indicates teacher characteristics and/or RCCP lessons to be the causal factor in positively influencing children's developmental trajectories. If it is RCCP lessons, the practice and policy task is to train and support teachers to teach more lessons. Conversely, if it is teacher characteristics, teacher selection and retention warrant critical attention.

Practice

If the observed effects are associated at least in part with the amount of RCCP lessons taught, the key challenge for practitioners is to stimulate teachers to teach more lessons more consistently. The primary tool for promoting classroom implementation of the curriculum is through the professional development of teachers. Implementation may also be improved through more rigorous evaluation of potential program schools (e.g., assessing a school's organizational readiness).

Policy

Academic achievement and SEL can go hand in hand. Children appear to learn better in an environment that promotes learning skills and taking responsibility for handling conflict well. To promote high-quality program implementation, school boards and superintendents need to establish SEL as a priority—valuable in itself and completely consistent with the current emphasis on raising academic achievement—and provide funds for professional development. Principals should be encouraged to develop effective programs in SEL tailored to the needs of their school communities. Colleges should better prepare teachers to promote SEL in their classrooms; courses in conflict resolution and intercultural understanding should be requirements for teacher certification.

Conclusion

Over the last few years, the educational ideology of standards-based curriculum and outcomes-based accountability has swept the nation. Proponents of this perspective on educational reform believe academic achievement the paramount outcome by which to hold school systems and teachers accountable. The combination of these two beliefs has placed proponents of SEL on the defensive, arguing it is necessary to build academic success on SEL.

Our results, suggesting an independent effect of RCCP on the SEL and academic domains, however, do not prove that independent effects obtain for all programs. Other SEL programs may induce positive change in academic learning by promoting positive change in SEL. But even if most SEL programs demonstrate independent (and not mediated) effects on academic learning, it can still be argued that SEL programs are important for school success. SEL and the related concept of character development have always been a part of what parents and communities want from schools. Educational standards should include such goals, and the methods used here demonstrate that children's progress toward these goals can be effectively measured.

There is more than one way to build school success on SEL. If we can demonstrate that SEL programs have independent effects on both social-emotional trajectories and academic trajectories, then we can turn our attention to promoting SEL outcomes as valued ends in themselves. ⌘

(**Recommendations,** continued from p. 3)

Additional policy makers, educational leaders, and teachers should further consider institutional obstacles to SEL implementation. One might be the choice of words that name and describe SEL programs, which in the past have been expressed in educational and psychological jargon. SEL ideas will be more appealing to educators and others if they use their language of potential "customers" or at least explain clearly the meaning of technical terms and the need for departing from ordinary language.

Another possible obstacle is the panoply of state- and locally- required curriculum requirements. Various federal programs, national groups, and special interests exert strong pressures on what is taught in schools. SEL disseminators need a better understanding of these requirements and pressures. Depending on state and local circumstances, they may need to analyze curriculum and activity requirements to help educators see where SEL programs and principles may fit in best

Partnerships of educators with other professionals, such as mental health providers, can be useful if all keep in mind educators' primary mission. Educators' attention, time, energies, and budgets, however, are constrained; new programs require these scarce resources. In addition, organizational change imposes psychological and other costs, and teachers play a key role in making new programs successful. SEL should not become just another "reform *du jour*" to beleaguered educators.

SEL leaders also need to understand related efforts. In some respects, for example, SEL shares the goals and means of character education, although SEL draws more upon psychological research and character education derives to a larger extent from religious and humanistic traditions. Greater mutual understanding and linkages between the two efforts may benefit them both.

In explaining SEL, dissemination vehicles should be developed to address a variety of audiences, including parents, that should know about the programs. These vehicles should include brochures and short articles that make use of a question-and-answer format. Conferences and books similar to but extending the present work should be useful. It would be desirable for one of the U.S. Department of Education's Regional Educational Laboratories to develop and maintain a focus on SEL while sharing more broadly the expertise of the other Labs and its own. Either this Laboratory or another national center should develop a proposal to carry out further research and development on how caring schools and communities can be integrated with efforts to achieve school success.

How can outreach be extended even more fully? For parent outreach, school–parent–community partnerships seem promising. National and local spokespersons in various fields including psychology, teaching, administration, and policy should be recruited to point out the feasibility and benefits of SEL programs to policy makers, business groups, and others. The program might be cast as both solving or preventing chronic and crisis problems and conditions.

A clearly articulated manifesto about SEL should be developed and shared with potential customers. It should explain the research-based principles, supporting structures, practices, and measures of SEL This manifesto could be a core document for reaching the general public and potential donors supplemented with a media campaign and dialogues in forums with students and community members about what is needed for SEL and school success. Lobbying state and federal officials and a network of allied parent and professional organizations should be helpful. Whatever the its means, the wide dissimination of the SEL message should emphasize quality principles and evidence-based guidelines. ⌘

(**PATHS**, continued from p. 23)

understood within broader theories that take into account how children experience effects their neurocognitive development.

In our research focused on the evaluation of PATHS, we have begun to examine how social-emotional interventions might affect hypothesized cognitive processes as well as academic achievement. These efforts indicate that for academic achievement, it is likely that multiple years of intervention are necessary to achieve significant improvement; tests of academic achievement are notoriously difficult to alter (and they also tend to be relatively poor measures of how a child operates in a classroom context).

Conclusion

In summary, in developing and testing the effectiveness of social-emotional curricula or models, researchers should examine not only influences on behavioral adaptation, but also effects on neurocognitive development, personality maturation, emotional health, environmental domains (e.g., the classroom and the school), and academic achievement. We emphasize the need for the development of integrative models, as well as multidimensional research, to incorporate all of the important factors that contribute to healthy development and adaptive functioning, during childhood, as well as later in adulthood. Emotional literacy should provide beneficial results for many individuals if it is implemented in a thoughtful, caring, and integrated manner. ⌘

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(**Preparation**, continued from p. 15)

been established and students "participate in decision making." Teachers must also analyze and make decisions about the classroom learning environment which will "enhance social relationships" through "cooperation," working "collaboratively," and engaging in "group learning activities."

Standard 6. Instructional Delivery

Standard 6 emphasizes the use of a variety of instructional strategies to meet student needs. Included among these are strategies that "engage students in active learning opportunities" in order to promote the development of SEL skills related to responsible decision making, such as "critical thinking" and "problem- solving" skills. In addition, Standard 6 also addresses the teacher's obligation to employ teaching strategies that "help students assume responsibility" as learners, a key component of fostering SEL skills through promotion of positive attitudes and values.

Standard 7. Communication

Standard 7 calls for teachers to use a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction. The SEL competencies associated with these goals include student awareness of self and others and fostering social interaction skills by "practicing effective listening," while teachers model "effective verbal and nonverbal communication" and "effective conflict resolution skills," which involves a whole variety of social and emotional competencies, including expressive communication, negotiation, refusal, and help-seeking.

Standards 8. Assessment

This standard requires that teachers involve students in self-assessments that will "help them become aware of their strengths and needs" and encourages them to engage in adaptive goal setting, all activities which are fundamental to SEL.

Conclusion

The alignment of the Illinois standards with CASEL's key social and emotional competencies for teachers is especially significant given that these core standards identify what all teachers in Illinois should know and be able to do. The importance of SEL was certainly not lost on the Illinois State Board of Education when, in developing these standards, it specifically emphasized supporting the "social" and "emotional" development of students—as well as the intellectual—and declared that the educational system "must guarantee" a learning environment that nurtures "understanding" and "respect," one in which there is "collaboration, cooperation, and shared responsibility." Clearly, social and emotional competencies are compatible with, if not central to, the Illinois standards— which are typical of teaching standards across the country. Because SEL is integral to what teacher educators, parents, teachers, administrators, and researchers have determined to be essential to the education of children, we have a responsibility to ensure teachers have access to the appropriate knowledge and skills necessary to support our children's social and emotional development. ⌘

(**SSDP,** continued from p. 19)

Conclusion

The Seattle Social Development Program shows that when strategies that increase opportunities and recognition for active involvement are brought together within a framework of a theory of social development, students can enhance and utilize their social and emotional competence to gain recognition and rewards, thereby developing prosocial bonds associated with positive long-term academic and behavioral outcomes. Consequently, social and emotional learning programs should continue to broaden their focus beyond skill development to include efforts to create school and family environments that support children's healthy social development. ⌘

(**Implications**, contiued from p. 5)

performance is a complex one but that social and emotional competencies may operate as key mediators. These mediators must betested before the validity of the model can be assessed.

In response to demands for students' success in their academic and social lives, schools across the country are making policy and programmatic changes, but they do not necessarily have empirical evidence to support these changes. The challenge facing schools is especially difficult if outcomes in the areas of academics, social and emotional competence promotion, and healthy behaviors are viewed as distinct, unrelated goals. The evidence presented here suggests that these goals are related and can be successfully integrated into mutually reinforcing activities and comprehensive practices. ⌘

The CEIC
REVIEW
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This publication is supported in part by the Laboratory for Student Success at the Temple University Center for Research in Human Development and Education (CRHDE). The opinions expressed do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.

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