



## Social Emotional Learning (SEL) is Widely Adopted

Seventy-six percent of principals and 53 percent of teachers nationally reported that their schools used a social and emotional learning (SEL) program or SEL curriculum materials in the 2021-2022 school year.<sup>1</sup>



## SEL Supports Teachers

Teachers with high levels of social competence are better able to protect themselves from burnout by: Developing and managing nurturing relationships with their students; serving as behavioral role models for children; and regulating their own emotions.<sup>2</sup>

Researchers examined 13 empirical studies on SEL interventions for teachers and found that SEL was linked to **reducing teachers' overall burnout** by having a positive impact on emotional exhaustion and feelings of personal accomplishment.<sup>3</sup>

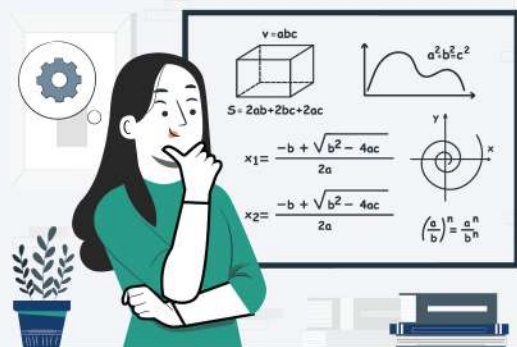


## Administrators, Parents, and Teachers Value SEL

A 2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed: "SEL participants demonstrated **significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**"<sup>4</sup>

Teaching SEL skills in the classroom is most important for **improving negative student behaviors such as bullying**, according to teachers and administrators; and according to parents.<sup>5</sup>

"The overwhelming majority of administrators (96%), teachers (93%) and parents (81%) believe that **social and emotional learning is just as important as academic learning.**"<sup>6</sup>



## Social Emotional Competence Reduces Mental Health Difficulties

In a 2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12, researchers noted a **reduced risk of failure due to conduct problems and emotional distress.**<sup>7</sup>

A growing body of evidence indicates that enhancing social, emotional, and behavioral skills is a key determinant to **young people's mental health and wellbeing**, and supports them in **achieving positive outcomes** in school, work, and life.<sup>8</sup>



Universal social and emotional learning (SEL) interventions have good evidence of **enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety** in the short term.<sup>9</sup>

Researchers studied 1629 nine- to twelve-year-olds in a randomized trial of a universal SEL intervention. They found that students with greater **social-emotional competence were reported to experience fewer mental health difficulties, and that fewer mental health difficulties predicted higher academic attainment.**<sup>10</sup>



## SEL Implementation is Linked to Improved Student Outcomes

In a longitudinal analysis of 2,937 students in grades 1-3, teachers and peers noted **reduced aggression and increased prosocial behavior**. Teachers reported **improved academic engagement.**<sup>11</sup>

Students (n= 1,662) in 37 high schools reported **positive improvements in their school climate** in eight out of 10 domains: teaching quality, student relationships, adult relationships, adult-student relationships, discipline, support for SEL, student voice, and respect for diversity.<sup>12</sup>

Students who participated in SEL programs saw greater gains in SEL competencies and academic performance compared to students who did not participate.<sup>13</sup>





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<sup>1</sup>CASEL. (2022). *SEL in schools nationally and in the CDI*. <https://casel.org/sel-in-schools-nationally-and-in-the-cdi/>

## SEL Supports Teachers

<sup>2</sup>Jennings, P.A. & Greenberg, M.T. (2009) The pro social classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>

<sup>3</sup>Oliveira, S., Roberto, M.S., Veiga-Simão, A.M., & Marques-Pinto, A. (2021). A meta-analysis of the impact of social and emotional learning interventions on teachers' burnout symptoms. *Educational Psychology Review*, 33, 1779-1808. <https://doi.org/10.1007/s10648-021-09612-x>

## Administrators, Parents, and Teachers Value SEL

<sup>4</sup>Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x

<sup>5</sup>McGraw Hill Education. (2018). *2018 social and emotional learning report*. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

<sup>6</sup>McGraw Hill Education. (2018). *2018 social and emotional learning report*. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

## Social Emotional Competence Reduces Mental Health Difficulties

<sup>7</sup>Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x

<sup>8</sup>Early Intervention Foundation. (2021). *Adolescent mental health: A systematic review on the effectiveness of school-based interventions*. <https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

<sup>9</sup>Early Intervention Foundation. (2021). *Adolescent mental health: A systematic review on the effectiveness of school-based interventions*. <https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

<sup>10</sup>Panayiotou, M., Humphrey, N. & Wigelsworth, M. (2019). An empirical basis for linking social and emotional learning to academic performance. *Contemporary Educational Psychology*, 56, 193-204. <https://www.sciencedirect.com/science/article/pii/S0361476X18303382?via%3Dihub>

## Implementation is Linked to Improved Student Outcomes

<sup>11</sup>Conduct Problems Prevention Research Group. (2010). The effects of a multi year universal social-emotional learning program: The role of student and school characteristics. *Journal of Clinical Psychology* 78(2), 156-168. doi: 10.1037/a0018607

<sup>12</sup>Baumsteiger, R., Hoffmann, J., Gualda, R.C., & Brackett, M.A. (2022). Enhancing school climate through social and emotional learning: Effects of RULER in Mexican secondary schools. *Learning Environments Research* 25(2), 465-483. <https://doi.org/10.1007/s10984-021-09374-x>

<sup>13</sup>Mahoney, J.L., Durlak, J.A., & Weissberg, R.P. (2018). *An update on social and emotional learning outcome research*. <https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/>