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PART I

**The Foundations of Social
and Emotional Learning**

CHAPTER 1

The Scientific Base Linking Social and Emotional Learning to School Success

JOSEPH E. ZINS, MICHELLE R. BLOODWORTH, ROGER P. WEISSBERG,
AND HERBERT J. WALBERG

Schools will be most successful in their educational mission when they integrate efforts to promote children's academic, social, and emotional learning (Elias et al., 1997). There is general agreement that it is important for schools to foster children's social-emotional development, but all too often educators think about this focus in a fragmented manner, either as an important end in itself or as a contributor to enhancing children's health (e.g., drug prevention), safety (e.g., violence prevention), or citizenship (e.g., service learning). Although social and emotional learning (SEL) plays important roles in influencing these nonacademic outcomes, SEL also has a critical role in improving children's academic performance and lifelong learning. This chapter and book make a compelling conceptual and empirical case for linking SEL to improved school attitudes, behavior, and performance.

Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school. Because social and emotional factors play such an important role, schools must attend to this aspect of the educational process for the benefit of all students. Indeed most do. There is a long history of schools focusing on areas such as social responsibility and moral character (e.g., Jackson, 1968), and learning and behaving responsibly in the classroom have been seen as causally related. Researchers have found that prosocial behavior in the classroom is linked with positive intellectual outcomes (e.g., DiPerna & Elliott, 1999; Feshbach & Feshbach, 1987; Haynes, Ben-Avie, & Ensign,

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2003; Pasi, 2001) and is predictive of performance on standardized achievement tests (e.g., Cobb, 1972; Malecki & Elliott, 2002; Welsh, Park, Widaman, & O'Neil, 2001; Wentzel, 1993). Conversely, antisocial conduct often co-occurs with poor academic performance (Hawkins, Farrington, & Catalano, 1998). But, beyond such correlational findings, it is crucial to determine whether interventions can be designed to promote social and emotional learning, and if there is empirical evidence that these SEL efforts improve children's success in school and life. Thus, the focus of this book is on *interventions* that enhance academic, social, and emotional learning.

Social and emotional learning is an integral element of education in an increasing number of schools, and such instruction is consistent with teacher education standards (see Fleming & Bay, this volume). SEL is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (Elias et al., 1997). These key characteristics need to be developed for our children to be successful not only in school but in life; those who do not possess these skills are less likely to succeed. They are particularly important for children to develop because they are linked to a variety of behaviors with long-term implications. In addition, because schools have access to virtually all children and are expected to educate them to become responsible, contributing citizens, they are ideal settings in which to promote children's social-emotional as well as academic development.

The need to address the social-emotional challenges that interfere with students' connecting to and performance in school is critical. Issues such as discipline, disaffection, lack of commitment, alienation, and dropping out frequently limit success in school or even lead to failure. Related to the need for such instruction, the many new professionals entering the teaching force need training in how to address social-emotional learning to manage their classrooms more effectively, to teach their students better, and to cope successfully with students who are challenging. Moreover, such skills likely will help these teachers to manage their own stress more effectively and to engage in problem solving more skillfully in their own lives.

Adelman and Taylor (2000) argue that if schools focus only on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals. As an alternative, these authors propose a model that includes a third domain, an enabling component, that is combined with the instructional and management components. This component promotes academic success and addresses barriers to learning, development, and teaching. It includes activities such as resource coordination, classroom-focused enabling, support for transitions, and home involvement in schooling. The enabling component is an essential facet of

efforts to improve academic success, and SEL serves as a critical element of it by assisting students in navigating the social and emotional contexts of the classroom effectively and by helping schools create positive environments conducive to learning. This three-component model recognizes that addressing students' social and emotional development is not an additional duty charged to schools along with academic instruction, but rather is an integral and necessary aspect to helping all students succeed.

Recent years have witnessed growing pressure and much greater interest from professionals and the public in how well schools perform with respect to student achievement. The No Child Left Behind Act of 2002, with its requirements for accountability through state and district report cards and testing of children (U.S. Department of Education, 2002), is an example of such heightened emphasis. How well schools prepare students for these various high-stakes tests has become the gold standard. While most schools remain highly concerned about the social and emotional development of their students and the need for safe, supportive schools that educate socially and emotionally competent students (Learning First Alliance, 2001), they often are hesitant to engage in any activities for which they cannot predict clear, discernable benefits to students' academic progress as reflected in their test scores. Therefore, in this era of academic accountability, receptivity for SEL programming will be even greater if a strong empirical case is made connecting the enhancement of social and emotional influences to improved school behavior and academic performance. To that end, a number of analyses of school-based prevention programs conducted in recent years provide general agreement that some of these programs are effective in reducing maladaptive behaviors, including those related to school success (e.g., Durlak, 1995; Gottfredson, 2001; Institute of Medicine, 1994), a conclusion that was not as strongly supported in the past. Indeed, this level of support and the recognized need for SEL is greater than at any time in recent decades, thereby presenting an opportunity to which educators and policy makers must give serious consideration.

One problem with current efforts to promote social and emotional learning is that they are quite often fragmented. That is, there are separate programs to promote health, prevent violence and delinquency, encourage school bonding and attachment, prevent dropping out, and decrease teen pregnancy and AIDS. As a result, there simply have been too many programs introduced; schools nationally are implementing a median of 14 practices to prevent problem behavior and to promote safe environments. With this proliferation of efforts, the question must be raised about how well they can carry out so many different activities (Gottfredson & Gottfredson, 2001). It also is a mistake to address these problems in isolation instead of establishing

holistic, coordinated approaches that effectively address academic performance mediators such as motivation, self-management, goal setting, engagement, and so forth (see Christensen & Havy, this volume).

Our goal is to examine relationships between SEL and *school success*, an outcome that, to be fully understood, must be defined far more broadly than as the scores students receive on standardized tests (Elias, Wang, Weissberg, Zins, & Walberg, 2002). Success in school can be reflected in many ways, and contributors to this volume discuss a vast array of variables associated with school success that can be addressed through effective SEL practices. Examples include school *attitudes* (e.g., motivation, responsibility, attachment), school *behavior* (engagement, attendance, study habits), and school *performance* (e.g., grades, subject mastery, test performance). These are important components that can foster commitment to academics and effective school performance.

In the next section of this chapter we define SEL and high-quality SEL programming so that readers understand the scientific foundations of the field and the bases on which the other chapters are grounded. Following that discussion we review some relevant findings from the literature. We then provide an overview of the contents and conclude with some thoughts about the field.

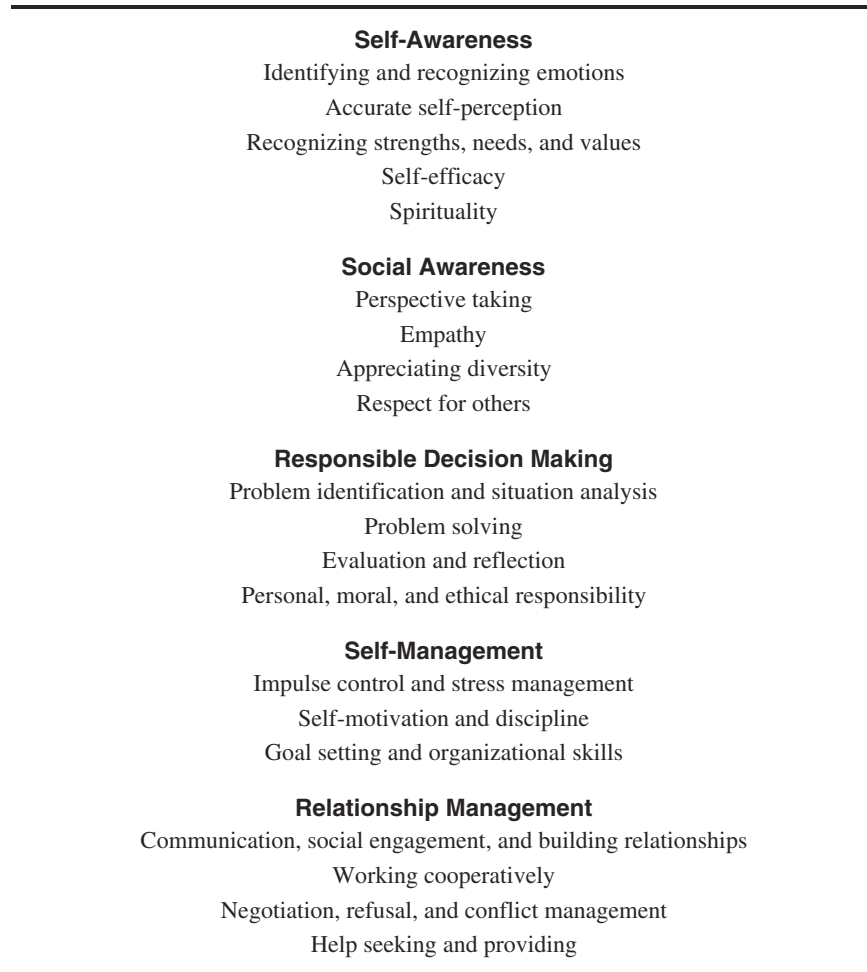
EFFECTIVE PRACTICES FOR SOCIAL AND EMOTIONAL LEARNING

As noted earlier, we define SEL as the process through which children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Those competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions (Elias et al., 1997; Payton et al., 2000).

Person-Centered Focus

Social and emotional education involves teaching children to be self-aware, socially cognizant, able to make responsible decisions, and competent in self-management and relationship-management skills so as to foster their academic success. The framework in Figure 1.1 makes it clear that children need to be aware of themselves and others; that they need to make responsible decisions; that they need to be ethical and respectful of others; and that they need to give consideration to the situation and relevant norms. They also need to manage their emotions and behaviors and to possess behavioral so-

Figure 1.1. Framework of person-centered key SEL competencies.



cial skills that enable them to carry out solutions effectively with others. As a result, these skills and attitudes can help students feel motivated to succeed, to believe in their success, to communicate well with teachers, to set academic goals, to organize themselves to achieve these goals, to overcome obstacles, and so forth. In sum, their attachment to school and commitment to academics can be fostered so that they lead to effective school performance.

Environmental Focus

It is not sufficient to focus only on person-centered skill development. Consequently, effective SEL interventions are provided within supportive environments, and they also are directed at enhancing the social-emotional environmental factors that influence learning so that the climate is caring, safe, supportive, and conducive to success (Hawkins, 1997; Learning First Alliance, 2001). Communication styles, high performance expectations, classroom structures and rules, school organizational climate, commitment to the academic success of all students, district policies, and openness to parental and community involvement are all important. They can build on one another and foster the development, effective application, extension, and generalization of SEL skills to multiple settings and situations, as well as remove some barriers to learning (see Christenson & Havy and Hawkins, Smith, & Catalano, this volume, for discussion of this aspect). Schools can give students ample opportunities to develop and practice appropriate social-emotional skills and serve as bases from which to promote and reinforce SEL. Ultimately, these efforts can enable students to become knowledgeable, responsible, caring, productive, nonviolent, ethical, and contributing members of society (Elias et al., 1997).

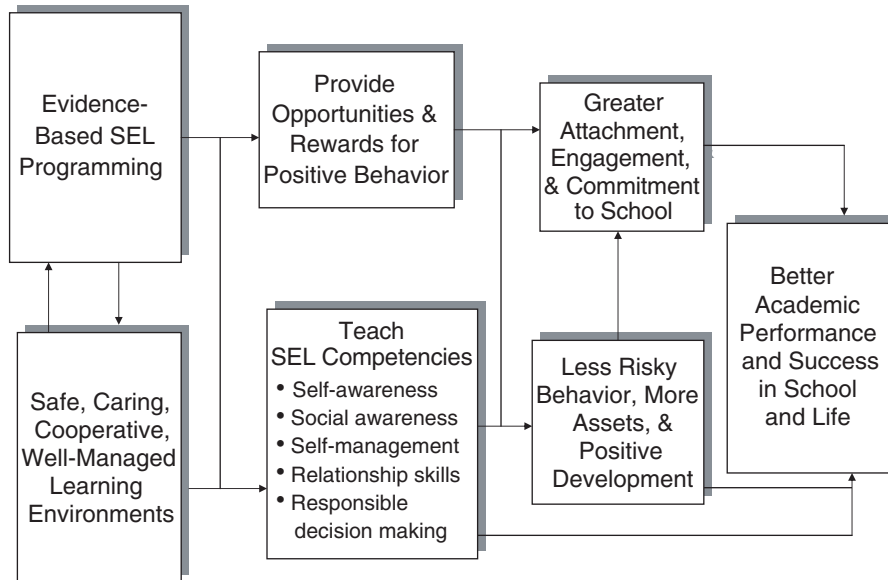
**ILLUSTRATIVE MODEL FOR SEL PROGRAMMING
AND SCHOOL SUCCESS**

Figure 1.2 illustrates the connection between evidence-based SEL programming and better academic performance and success in school and in life. It indicates that SEL interventions and skill development should occur within a supportive learning environment, as well as help to produce such a climate. As a result, opportunities for reward are created and SEL competencies are developed and reinforced. These enablers in turn lead to more assets and greater attachment and engagement in school. The final outcome is improved performance in school and life (Collaboration for Academic, Social, and Emotional Learning, 2003).

**SEL INSTRUCTIONAL APPROACHES THAT
ENABLE ACADEMIC ACHIEVEMENT**

Today's most effective SEL efforts are characterized as being provided in more coordinated, sustained, and systematic ways using comprehensive, multiyear, multicomponent approaches (see Figure 1.3) (Elias et al., 1997) than was the case in the past. Brown, Roderick, Lantieri, and Aber and others, this vol-

Figure 1.2. Evidence-based SEL programming paths to success in school and in life.



ume, present examples of such multifaceted interventions. In addition, we are learning more about the relationship of neurocognitive functioning and our emotions, and there are promising examples of how this body of knowledge can be applied to strengthen SEL instruction (see Greenberg, Kusché, & Riggs, this volume). Furthermore, the promotion of social-emotional learning goals is no longer seen as “separate” or even parallel to the academic mission of schools; rather, it is essential and can be taught and implemented in schools in a number of ways.

A number of SEL instructional approaches can be used to promote school achievement. First, there are *specific SEL curricula* (Collaborative for Academic, Social, and Emotional Learning, 2003; Osher, Dwyer, & Jackson, 2002) that address content areas such as substance abuse or bullying. Second, social-emotional skills also can be *infused into the regular academic curriculum* so that academic and SEL skills are coordinated and reinforce one another. Once students possess skills such as being able to set goals and solve problems, they can apply them to enhance their study behaviors and increase their academic engagement, or these same skills can be applied to subjects such as social studies and literacy. Schaps, Battistich, and Solomon, this volume, show how SEL can be integrated with the language arts curriculum, and Elias illustrates its infusion across the curriculum. As a result

Figure 1.3. Essential characteristics of effective SEL programming.**Carefully Planned, Theory and Research Based**

- Organized systematically to address identified local needs
- Based on sound theories of child development, learning, prevention science, and empirically validated practices
- Implementation monitoring and program evaluation incorporated during planning process

Teaches SEL Skills for Application to Daily Life

- Instruction in broad range of social-emotional skills, knowledge, and attitudes provided in developmentally and socioculturally appropriate ways
- Personal and social applications encourage generalization to multiple problem areas and settings
- Helps develop positive, respectful, ethical attitudes and values about self, others, work, and citizenship
- Skills include recognizing and managing emotions, appreciating perspectives of others, setting positive goals, making responsible decisions, and handling interpersonal interactions effectively

Addresses Affective and Social Dimensions of Learning

- Builds attachment to school through caring, engaging, interactive, cooperative classroom, and school-wide practices
- Strengthens relationships among students, teachers, other school personnel, families, and community members
- Encourages and provides opportunities for participation
- Uses diverse, engaging teaching methods that motivate and involve students
- Promotes responsibility, cooperation, and commitment to learning
- Nurtures sense of security, safety, support, and belonging
- Emphasizes cultural sensitivity and respect for diversity

**Leads to Coordinated, Integrated, and Unified Programming
Linked to Academic Outcomes**

- Offers unifying framework to promote and integrate social-emotional and academic development
- Integral aspect of formal and informal academic curriculum and daily routines (e.g., lunch, transitions, playground, extracurricular)
- Provided systematically to students over multiple years, prekindergarten through high school
- Coordinated with student support services efforts, including health, nutrition, service learning, physical education, psychology, counseling, and nursing

(continued)

Figure 1.3 (*cont.*)

**Addresses Key Implementation Factors to Support Effective
Social and Emotional Learning and Development**

- Promotes a safe, caring, nurturing, cooperative, and challenging learning environment
- Monitors characteristics of the intervention, training and technical support, and environmental factors on an ongoing basis to ensure high-quality implementation
- Provides leadership, opportunities for participation in planning, and adequate resources
- Institutional policies aligned with and reflect SEL goals
- Offers well-planned professional development, supervision, coaching, support, and constructive feedback

Involves Family and Community Partnerships

- Encourages and coordinates efforts and involvement of students, peers, parents, educators, and community members
- SEL-related skills and attitudes modeled and applied at school, home, and in the community

**Design Includes Continuous Improvement, Outcome Evaluation,
and Dissemination Components**

- Uses program evaluation results for continuous improvement to determine progress toward identified goals and needed changes
 - Multifaceted evaluation undertaken to examine implementation, process, and outcome criteria
 - Results shared with key stakeholders
-

of these efforts, materials become more relevant and engaging, and students' motivation to learn can increase.

A third approach, illustrated by Hawkins and colleagues, is to *develop a supportive learning environment* so that student learning occurs within a safe, caring atmosphere in which high expectations are expressed and there are many opportunities for reinforcement. Students thus may be more engaged, feel more attachment, and exert greater effort. Closer relationships and better communication with teachers may result, and students may be better able to seek help when they need it. These authors also describe proactive classroom management, which can lead to better discipline and a more orderly environment in which students can learn better.

Altering the instructional process to promote social-emotional skills and learning is another approach. A good example is described by Johnson and

Johnson, who review the research on cooperative learning. Within such classrooms, students not only experience the excitement of learning academic material from one another, but they also develop important skills in negotiation and conflict resolution, and a peer culture for supporting academic achievement is developed. A fifth example of how instruction can be provided is found in programming in which the *informal curriculum*, such as the learning that takes place in morning meetings, the lunchroom, on the playground, or in extracurricular activities, is used as a basis for improving behaviors so students are better able to participate in the classroom and thus become more effective learners. Schaps and colleagues illustrate this type of approach.

Partnerships between parents and teachers, as described by Christenson and Haysy, represent a sixth approach. Such efforts to create good social relationships can help make expectations clearer and also provide additional support and encouragement for student learning.

Finally, *engaging students actively and experientially in the learning process* can be highly beneficial. The best SEL approaches encourage application of SEL competencies to real-life situations, and combining SEL and service learning is an excellent way to utilize innovative instructional methodologies to engage students in the learning process. Service learning involves “teaching and learning . . . that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities” (National Commission on Service Learning, 2002, p. 3). The Teen Outreach program, for example, contains an explicit developmental focus aimed at reducing rates of teen pregnancy and school failure through structured service learning experiences in the community, along with classroom-based discussion of the service experiences (Allen, Philliber, Herrling, & Kuperminc, 1997). The program also incorporates classroom-based discussion of social-developmental tasks such as understanding oneself and one’s values, human growth and development, and social and emotional transitions from adolescence to adulthood. Students who participated in the program reported significantly fewer pregnancies, school suspensions, and failed courses during the year compared with controls. It can be hypothesized that as an enabling component, the program’s positive outcomes are in part related to the promotion and development of SEL skills such as self-awareness, empathy, problem solving, adaptive goal setting, and communication.

These examples show that SEL instruction can be provided in many different ways to promote, enhance, and support students’ academic performance. Such efforts involve more than focusing on academic content; they also require addressing social-emotional or psychological aptitudes (i.e., metacognitive, cognitive, motivational, and affective), as these are among the greatest influences on school performance (Wang, Haertel, & Walberg,

1993). Further, Wang and colleagues found a number of other factors addressed by SEL programming to be linked to learning outcomes, including instructional variables (e.g., classroom management, the frequency and quality of teacher and student social interactions) and characteristics of the home environment (e.g., parents' interest in and expectations for students' success).

CHARACTERISTICS OF EFFECTIVE SEL INTERVENTIONS

Researchers from CASEL identified the essential aspects of effective SEL practice. Thirty-nine guidelines were developed based on their scientific investigations, reviews of the empirical and theoretical literature, visits to model sites throughout the country, and personal experiences in implementing and evaluating SEL practices (Elias et al., 1997). Essential characteristics of effective SEL programming are summarized in Figure 1.3, and additional discussion of the guidelines may be found in a variety of sources (e.g., CASEL, 2003; Elias et al., 1997; O'Brien, Weissberg, & Shriver, 2003; Weissberg, 2000; Zins, Elias, Greenberg, & Weissberg, 2000). The guidelines are consistent with the learner-centered psychological principles described by McCombs in this book and are supported by many of the studies cited in various other chapters.

In contrast to the guidelines outlined in Figure 1.3, the use of traditional short-term, primarily didactic, isolated (uncoordinated) efforts to promote SEL has not been shown to be as effective as long-term coordinated efforts, although these isolated approaches continue to be found in many schools. For example, negative effects on dropout, nonattendance, and several conduct problems are associated with counseling, social work, and other therapeutic preventive interventions (Wilson, Gottfredson, & Najaka, 2001). Of additional concern is the finding that many practices, including some well-designed interventions, are either not evaluated or their evaluation procedures tend to be weak (Drug Strategies, 1998). In fact, a recent review of 80 nationally available classroom programs found that only 14% provided evidence of effectiveness, as demonstrated by multiple studies documenting positive behavioral outcomes posttest, with at least one showing positive behavioral impact 1 year postintervention (CASEL, 2003).

ACADEMIC OUTCOMES ASSOCIATED WITH SEL INTERVENTIONS

SEL programs vary in the extent to which they directly address academic achievement, and in the past many researchers did not evaluate such outcomes. Nevertheless, even one of the first examinations of the research on the connections between SEL and school performance concluded that the

research base was strong enough that “an important task for schools and teachers is to integrate the teaching of academic and social and emotional skills in the classroom” (Hawkins, 1997, p. 293).

Today it is becoming more common to address academic along with social-emotional issues, as well as to measure the results of such efforts. In the CASEL (2003) review of the 80 nationally available programs, 34% included methods to promote the integration of SEL with academic curricula and teaching practices. For example, some encourage students to apply SEL skills such as goal setting to improve their study habits; others emphasize integration of SEL with academic subject matter such as by providing a literature selection that requires using conflict resolution skills to resolve a disagreement between characters in the novel; and others promote teaching practices such as cooperative learning and effective classroom management. All of these approaches can have positive effects on academic performance, especially those that had teachers acquire and use more effective teaching techniques; 83% of such programs produced academic gains. In addition, 12% of the programs that did not specifically target academic performance documented an impact on academic achievement. This figure, however, might have been higher if more of these programs had assessed academic outcomes systematically, as these programs accounted for 40% of the SEL programs that yielded academic gains. These findings underscore the need to assess academic outcomes in future investigations of SEL interventions.

As you read this book, you will find what has become an impressive amount of empirical evidence documenting the connections between SEL and school success that largely reflects outcomes from the contributors’ own programs. There also are many examples of relevant findings from other researchers available in the literature (e.g., Feshbach & Feshbach, 1987; Hawkins, 1997; Peisner-Feinberg et al., 2001; Ryan & Patrick, 2001; Schmitz & Skinner, 1993; Skinner, Wellborn, & Connell, 1990; Stevens & Slavin, 1995; Wentzel, 1991, 1993). These studies found a broad range of outcomes related to school success that result from SEL interventions. Additional detail about two such investigations is summarized next.

Wilson and colleagues (2001) conducted a meta-analysis of 165 published studies of the outcomes of school-based prevention programs that ranged from individually focused counseling or behavior modification programs through broad, school-wide efforts to change the way schools are managed. Among their findings are that programs focusing on SEL resulted in improved outcomes related to dropout and nonattendance, both of which are important factors in school success. Interestingly, the findings in these two areas are even stronger than those related to delinquency and substance use, the other two areas in which prevention practices appeared to be effective. Self-control or social competency promotion instruction using cognitive-

behavioral and behavioral instructional methods and noninstructional programs are found consistently to be effective in reducing alcohol and drug use, dropout and nonattendance, and other conduct problems. Environmentally focused interventions (e.g., classroom management, class reorganization, school management) also have good outcomes. The intervention features associated with these outcomes correspond with those described previously.

A recent report on school-based prevention programs identified a number of them as model programs and subsequently examined them with respect to risk and protective factors related to school performance (U.S. Department of Health and Human Services, 2002). Among the specific academic outcomes were improved grades, standardized test scores, and graduation rates; increased grade point average; and improved reading, math, and writing skills. Other school performance measures found include improved attendance and fewer out-of-school suspensions, retentions, and special education referrals. The majority of these programs were comprehensive and involved school and family partnerships.

OVERVIEW OF BOOK

Contributors to the volume were commissioned by the Mid-Atlantic Regional Educational Laboratory for Student Success at the Temple University Center for Research in Human Development and Education to write papers that investigated the research on the influences of SEL on specific educational outcomes. Outcomes of interest include those that are a result of an instructional or curricular approach (e.g., cooperative learning) or a school climate change (e.g., improved behavior management), and/or that involve coordinated efforts among the constituencies who contribute to the educational process (e.g., facilitating parent–teacher partnerships). The foundation for the book is the conceptual framework developed by members of CASEL and described in several of their publications (Elias et al., 1997; Payton et al., 2000; Zins et al., 2000). The common SEL framework found across chapters that serves to unify the contents is based on this conceptualization.

In each chapter authors define the bases of their work and its relationship to SEL. They explain how much of what they do fits under the SEL umbrella and make it clear how SEL can improve opportunities for school success. Collectively, a range of developmental ages and school settings are presented. In addition, many chapters cite empirical data demonstrating the impact of SEL on school success.

Chapters in Part I describe conceptual and theoretical issues that are helpful in understanding social and emotional learning, as well as more general intervention strategies that are used in many SEL programs. Barbara

McCombs begins by discussing research-validated, learning-centered psychological principles that are relevant to most SEL programs and that can be used to integrate them into comprehensive school reform models. The principles of learning, motivation, and development help provide a solid empirical and theoretical basis for understanding learners and learning. In the next chapter, David Johnson and Roger Johnson discuss a number of facets of group social interactions and the social competencies necessary for interacting effectively. They provide extensive documentation of how schools based on cooperative community, constructive conflict resolution, and civic values create an effective and nurturing environment where children learn and develop in positive, healthy ways, and many of their ideas are reflected in the SEL interventions developed by other researchers.

Families, schools, and peers exert considerable influence on school success and are considered essential in many SEL intervention programs. Sandra Christenson and Lynne Havy discuss Check & Connect, a program to promote student engagement in school, to build capacity within families, and to alter the culture of failure that often surrounds students. They provide a variety of empirical support for such an approach. Paulo Lopes and Peter Salovey offer several challenges to the SEL field through a series of questions about its underlying conceptual bases. They also cite evidence from the literature that SEL programs can promote children's social and emotional adaptation and bonding to school.

In the final chapter of this part, Jane Fleming and Mary Bay examine the extent to which teacher training in social and emotional learning is consistent with professional teacher preparation standards. The fact that their analysis demonstrates a high degree of congruence provides important guidance for those involved in preservice and inservice educator training, and such information may be useful to those who seek to introduce SEL into college and university educator preparation programs.

Chapters in Part II demonstrate application of many of the principles and intervention strategies contained in the first part. For example, you'll find that efforts to promote school engagement and bonding, home-school partnerships, and cooperative learning are components of most of the programs described. In addition, each of these chapters cites solid research evidence that demonstrates the effects of SEL on school success, as summarized in Figure 1.4.

The part begins with Maurice Elias providing a description of the widely used Social Decision Making and Social Problem Solving curriculum and illustrations of how it can be integrated into the overall academic curriculum. The structure for skills instruction is provided, and efforts also are directed at integrating academic instruction to promote generalization. A number of specific academic gains are described that are associated with the program.

Figure 1.4. SEL intervention outcomes related to school success.

ACADEMIC OUTCOME	INTERVENTIONS
School Attitudes	
• Stronger sense of community (bonding)	CDP
• More academic motivation and higher aspirations	CDP, Coop, SSDP
• Better understanding of consequences of behavior	SDM/SPS
• Able to cope more effectively with middle school stressors	SDM/SPS
• Positive attitudes toward school	Coop, SSDP
School Behavior	
• More prosocial behavior	C & C, CDP, Coop, PATHS, RCCP, SDM/SPS, SSDP
• Fewer absences; maintained or improved attendance	C & C, SDM/SPS
• More classroom participation	SSDP
• Greater effort to achieve	Coop
• More likely to work out own way of learning	CDP
• Reductions in aggression and disruptions; lower rate of conduct problems	Coop, PATHS, RCCP, SSDP
• Fewer hostile negotiations	CDP, Coop
• More likely to be enrolled in school/fewer dropouts	C & C
• On track to graduate	C & C
• Fewer suspensions	C & C
• Better transition to middle school	SDM/SPS
• Higher engagement	C & C, Coop, SSDP
School Performance	
• Higher in math	RCCP, SDM/SPS
• Higher in language arts and social studies	SDM/SPS
• More progress in phonological awareness	C & C
• Increases in performance over time (middle school)	CDP
• No decreases in standardized test scores	PATHS
• Improvements in reading comprehension with deaf children	PATHS
• Higher achievement test scores and/or grades	Coop, SSDP
• Better problem solving and planning	PATHS
• Use of higher-level reasoning strategies	Coop
• Improved nonverbal reasoning	PATHS
• Better learning to learn skills	SDM/SPS

Notes: “C & C” is the Check & Connect intervention (Chapter 4); “CDP” is the Child Development Project (Chapter 11); “Coop” is the cooperative learning intervention (Chapter 3); “PATHS” is the Promoting Alternative THinking Strategies curriculum (Chapter 10); “RCCP” is the Resolving Conflict Creatively Program (Chapter 9); “SDM/SPS” is the Social Decision Making/Social Problem Solving Project (Chapter 7); “SSDP” is the Seattle Social Development Project (Chapter 8).

The Seattle Social Development Project (SSDP), a universal preventive intervention in elementary schools, is described by David Hawkins, Brian Smith, and Richard Catalano in the next chapter. Using a social-developmental perspective, the program creates conditions that enable children to develop strong bonds to family, school, and community, and it increases opportunities for children to be involved in prosocial activities. A wealth of evidence is presented showing that the SSDP has a positive impact on academic performance and that these gains were still found at age 18.

Joshua Brown, Tom Roderick, Linda Lantieri, and Lawrence Aber discuss the Resolving Conflict Creatively Program (RCCP) that has been implemented widely throughout the United States. The program emphasizes professional development for teachers to support the delivery of the RCCP curriculum. Evaluations of the program show a variety of promising results. High rates of RCCP instruction were significantly related to positive changes in academic achievement, thereby reducing the risk of future school failure.

Another widely adopted curriculum, the Promoting Alternative THinking Strategies (PATHS), is the focus of the chapter by Mark Greenberg, Carol Kusché, and Nathaniel Riggs. PATHS is intended to promote skills in emotional literacy, positive peer relations, and problem solving, as well as to prevent behavioral and emotional problems in young children. It is an integrated component of the regular curriculum and also includes generalization activities. Studies have found significant positive effects on cognitive processing abilities important for school success, and that these effects had a reasonably enduring impact over time.

The final chapter in the part, by Eric Schaps, Victor Battistich, and Daniel Solomon, discusses the Child Development Project. It emphasizes helping schools become caring communities of learners so that positive relationships, norms, and values are developed. Their research shows that strengthening students' sense of community in school increased academic motivation and aspirations, that many effects persisted, and that several years later a substantial effect on academic achievement was found.

In Part III, we first summarize the most important findings in the book, along with our ideas about the future of the field. The chapter concludes with a series of recommendations for practice, research, training, and policy that were developed by participants at the invitational conference at Temple University. Among the overarching themes of the conference were a number that addressed the complexity and challenges in the research arena. For example, there is a need to employ common ideas and procedures across studies in the field so the results are more comparable. The professional preparation of educators was also a concern, and the field was challenged to include not only didactic instruction for these individuals, but also field

experiences with supportive, competent supervisors that mirror effective SEL practices. Program implementation, a third general topic, is far more complex than commonly treated, and guidelines for quality implementation are needed to increase the fidelity with which the practices are implemented. The final major theme was dissemination, which was seen as a key element to introducing and maintaining SEL interventions.

CONCLUSIONS

As you read the book, we hope you are inspired by the magnitude of possible methods to address SEL and boost school success. A clear, evidence-supported case is made that SEL, as an enabling component, fosters academic learning. The contents offer educators, policy makers, university trainers, researchers, and practitioners important guidance and useful tools that can be applied to improve the lives of today's students and tomorrow's leaders. They also demonstrate that the SEL field has a solid and expanding scientific base. Our goal is to share the knowledge base regarding how SEL can improve children's academic performance, so that a similar case is made for it as already has been made regarding citizenship (Billig, 2000), health (Blum, McNeely, & Rinehart, 2002), and other important outcomes that we want for children.

The major conclusion drawn following the extensive examination of the topic reported in this book is that *there is a growing body of scientifically based research supporting the strong impact that enhanced social and emotional behaviors can have on success in school and ultimately in life*. Indeed, the research-based findings in the book are so solid that they emboldened us to introduce a new term, "social, emotional, and academic learning," or "SEAL." Our challenges now are to continue to develop the link between SEL interventions and academic achievement and to apply this knowledge more broadly to assist *all* children. By providing readers with this information, we hope to influence practice, research, training, and policy. We invite you to travel with us on the journey to learn more about the promotion of SEAL.

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