



# **Social and Emotional Learning, Teacher Well-being, and Student Success: What Do We Know? and Where do We Go From Here?**

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# Outline

- ◆ *Trends in Teacher Satisfaction, Burnout, Attrition*
- ◆ *Why Are These Trends Occurring?*
- ◆ *Sources of Teacher Stress*
- ◆ *Impacts of Teacher Stress*
- ◆ *Promising Approaches and the Need for Innovation*
- ◆ *Discussion and Questions*



*I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.*

Dr. Haim Ginott

# ***Teachers and Social and Emotional Learning***





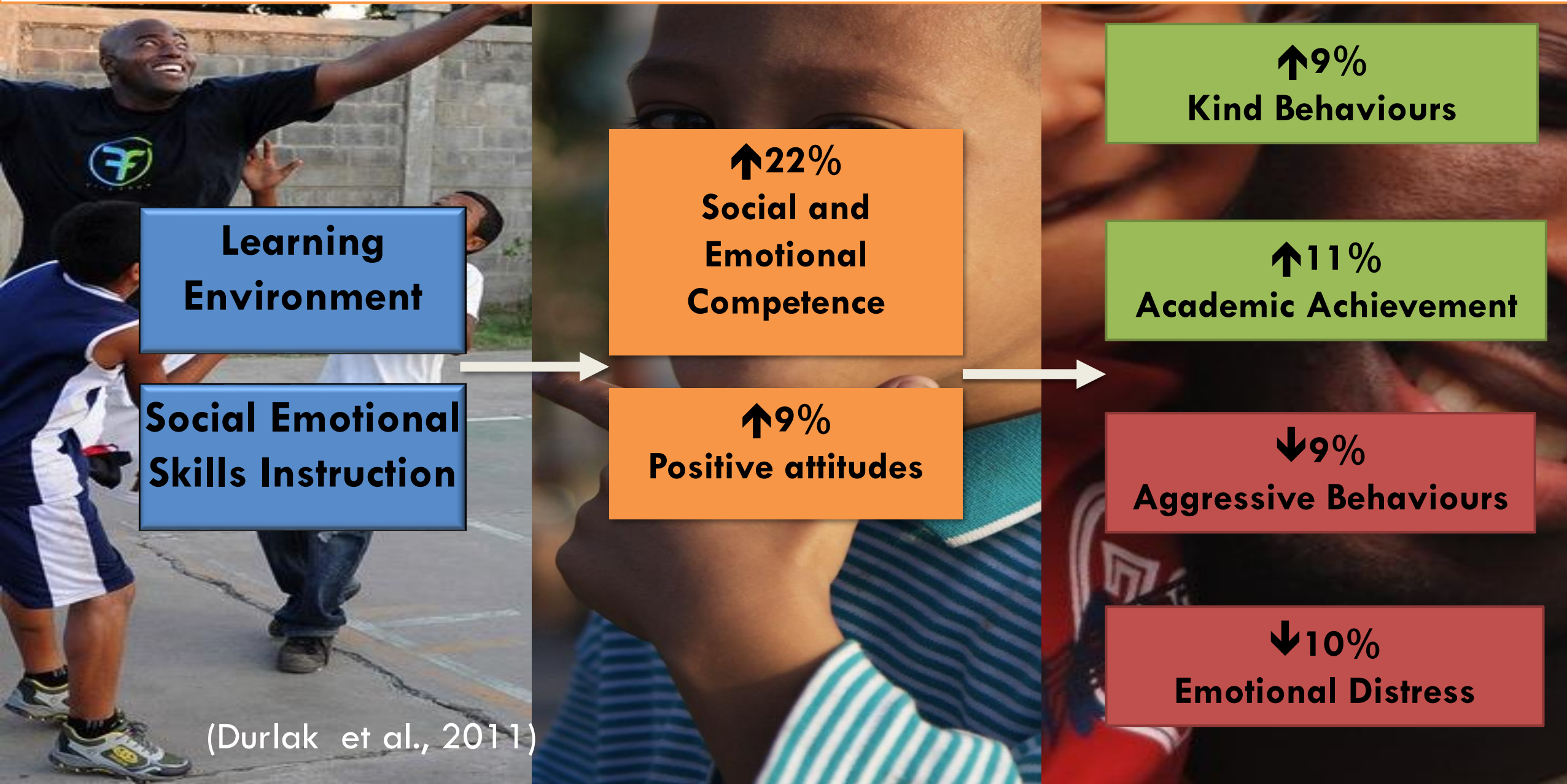
# **SOCIAL & EMOTIONAL LEARNING (SEL):** A Growing Movement



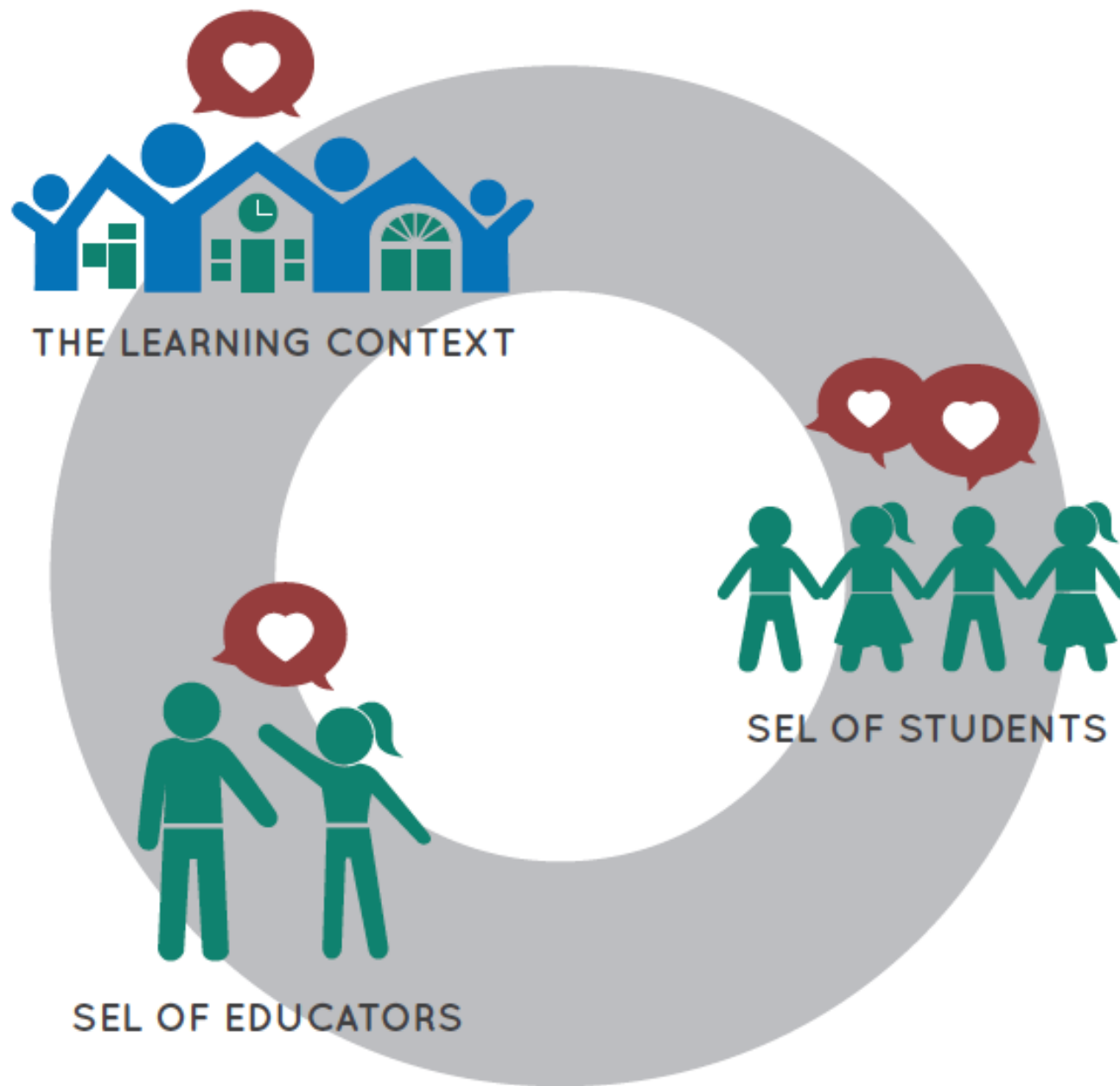




# CASEL Meta-analysis: 213 studies, 270,034 students



# THREE ESSENTIAL INGREDIENTS OF SEL







**To reach the students**  
**CARE FOR**  
**Educators**



# FOR WELL STUDENTS WE NEED WELL TEACHERS

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**Teacher at the beginning  
of the school year**



**Teacher at the end  
of the school year**





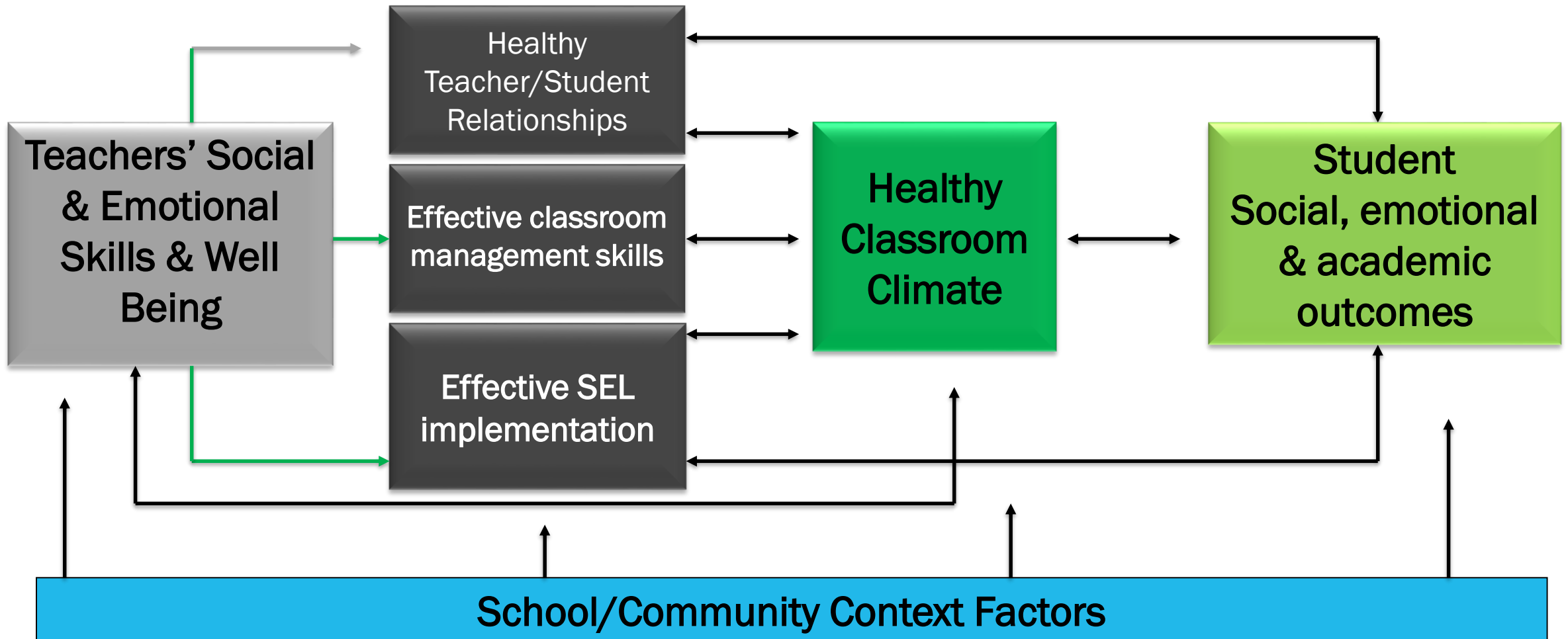
**First...**



**Then...**

# The Prosocial Classroom:

## A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes





# SEL and Teachers' Social and Emotional Competence: What do we know?



# Teaching is one of the most stressful of all professions!

46% of teachers report high daily stress during the school year.\* That's tied with nurses for the highest rate among all occupational groups.



\*Gallup. (2014). *State of America's Schools: A Path to Winning Again in Education*. (Washington, DC: Gallup).

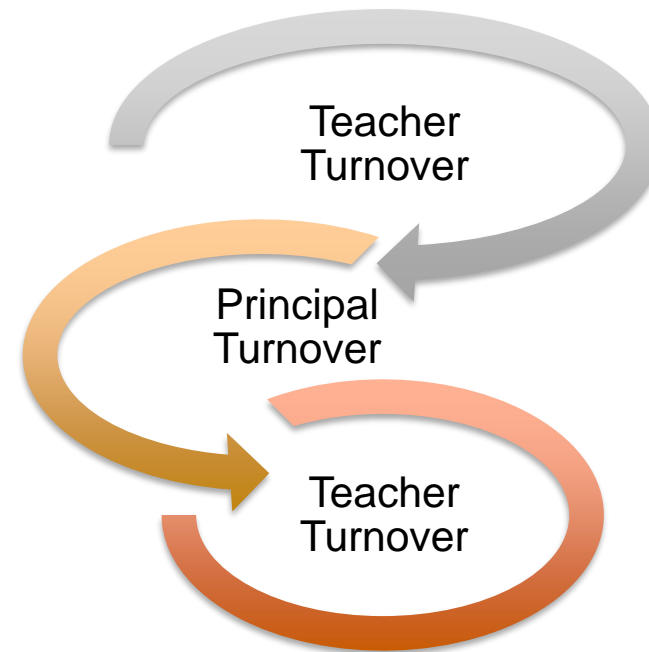


# Four Main Sources of Teacher Stress & Burnout



# 1. School Organization: Leadership, Culture and Climate

- *Relationships: School Leadership*
- *Relationships: Collaborative, collegial environment among teachers*





## 2. Job Demands

- *High Stakes Testing*
- *Control over content and pace of work*
- *Managing students with behavioral and emotional problems*
- *Working with difficult or uncooperative parents*



# 3. Work Resources

- *Low job autonomy*

*Rate increased from 18% to 24% from 2004-2012*

- *Participation in school decision-making and creation of realistic expectations*

- *Teachers report lowest rate of all professions in response to the statement "their opinions count at work,"*



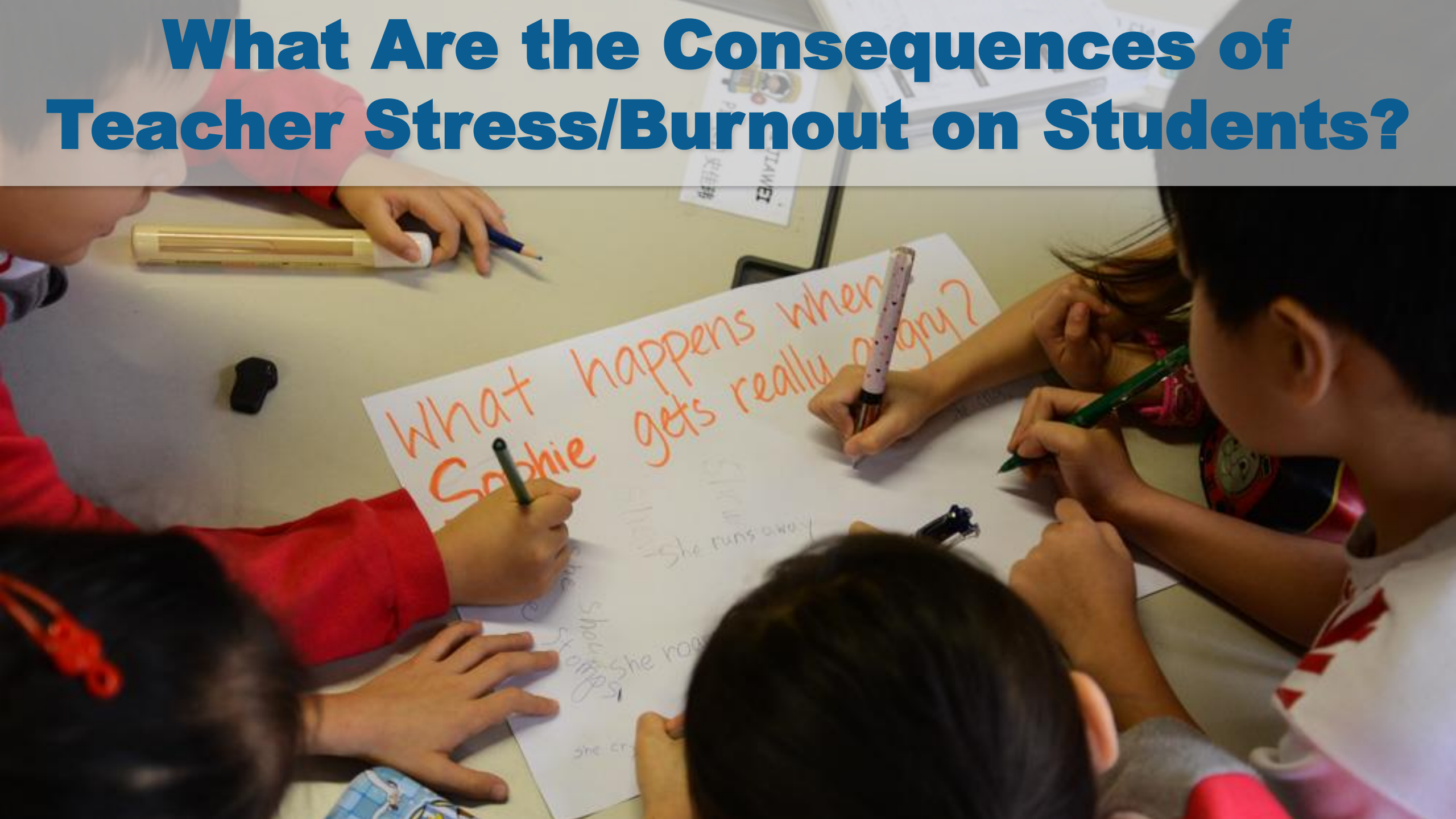


## 4. Teacher's Personal Resources: Social and Emotional Competence

- *Teacher SEC influences student and classroom outcomes*
- *Teachers with high SEC report more positive affect, enjoyment of teaching, higher job satisfaction, and personal accomplishment*
- *Teachers with better emotion regulation skills reinforce positive student behaviour*



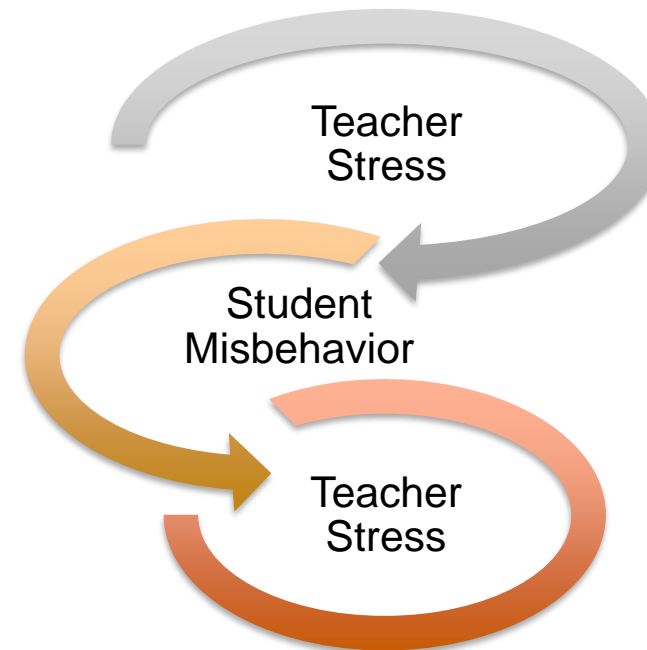
# What Are the Consequences of Teacher Stress/Burnout on Students?





# 1. Teacher Stress and Student Stress

- ◆ Assessed cortisol levels of ~ 400 children and burnout of their teachers
- ◆ Students' cortisol levels were much higher in classrooms led by a teacher who had reported feeling overwhelmed (high on burnout).
- ◆ Cause and effect?



Oberle & Schonert-Reichl, 2016, *Social Science and Medicine*.

# TRESS ONTAGION

Milkie & Warner, 2011, Classroom learning environments and the mental health of first grade children *Journal of Health and Social Behavior*.



## 2. Teacher Stress and Student Performance

- ◆ *Teachers who report greater burnout early in the school year have classrooms with more behaviour problems across the year.*
- ◆ *When teachers are highly stressed, children show lower levels of both social adjustment and academic performance.*
- ◆ *These are longitudinal studies*
- ◆ *Cause & Effect Are Clear*

*McLean & Connor, 2015 ; Hoglund et al, 2015*





# The Burnout Cascade

Emotional Exhaustion



De-personalization



Lack of Accomplishment

30-40% of teachers leave within first 5 years of teaching



# Teacher Stress and Teacher Health

- ◆ *Teachers ability to manage stress (at the physiological level as assessed by cortisol) deteriorates across the school year.*
- ◆ *Elementary school teachers who have greater stress and show more symptoms of depression create classroom environments that are less conducive to learning.*





Bacall

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"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."



# Effects of Teacher Turnover

- ◆ *Higher teacher turnover had a significant negative effect on both math and language arts achievement. Turnover was particularly harmful to lower-performing students.*
- ◆ *Creates chaos and lack of continuity for school, students, and families.*
- ◆ *Contributes to neighborhood destabilization.*
- ◆ *Estimated cost is 7.3 Billion Dollars/Year.*

# Supportive Adults in School

1. Connectedness to adults at school more strongly predicted 4<sup>th</sup> graders' emotional well-being than connectedness to adults at home or in the neighborhood and community.
2. Connectedness to adults was a stronger predictor of students' emotional well-being than socio-economic status.

(Oberle, Schonert-Reichl, Guhn, Zumbo, & Hertzman, 2014)



“If you think about what kids say about great teachers, what they are really saying, quite often, is that great teachers are socially and emotionally intelligent; they interact well; they are able to be centered, and fair, and they have good relationship skills; they make the other person feel attended to, and important; they pay attention to students’ learning, and are able to be responsive.”

Linda Darling-Hammond, April 2014



# Why do teachers leave the profession?

1. ***Stress and poor emotion management*** rank as the primary reasons why teachers become dissatisfied with the profession and leave their positions (Darling-Hammond, 2001).
2. First-year teachers feel unprepared to manage their classroom effectively and are unable to recognize common mental health problems such as anxiety (Koller & Bertel, 2006; Siebert, 2005).





# Teacher Preparation Makes a Difference!

When teachers receive training in the behavioural and emotional factors that impact teaching and learning in the classroom, they feel better equipped to

- propose and implement positive, active classroom management strategies that deter students' aggressive behaviours and
- promote a positive classroom learning climate (Alvarez, 2007).





What do you know about the degree to which teacher candidates learn about social and emotional learning in their teacher education programs?

**VERY LITTLE!!**

A photograph of a classroom. A female teacher in a white top stands at the front, holding papers. Several students in the foreground have their hands raised, suggesting an active learning environment. The scene is brightly lit, and the focus is on the interaction between the teacher and students.





# Full report can be obtained from:

Collaborative for Academic, Social, and Emotional Learning:

<http://www.casel.org/wp-content/uploads/2017/02/SEL-TEd-Full-Report-for-CASEL-2017-02-14-R1.pdf>

TO REACH THE STUDENTS, TEACH THE TEACHERS

A NATIONAL SCAN OF TEACHER PREPARATION  
AND SOCIAL & EMOTIONAL LEARNING

A REPORT  
PREPARED FOR CASEL

Practical Strategies for promoting teachers'  
social and emotional competence and  
resiliency



# What Factors Lead Teachers to Leave Schools or Teaching as a Profession?

- *Lack of occupational support from principals*
- *Low interpersonal trust, communication, and collaboration with colleagues*
- *High stakes testing*
- *Lack of job autonomy (which has declined)*

*The Atlantic*

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## Why Do Teachers Quit?

And why do they stay?

LIZ RIGGS | OCT 18 2013, 3:30 PM ET

# What Factors Lead to Teacher to Stay?

- *Principals who effectively lead*
- *High-Quality, comprehensive mentoring support*
- *Engagement in school-based decision-making*
- *Quality, well-supported professional learning communities?*





# Issues in Creating a Caring School

- ❖ Both children and adults need **Emotion Regulation** skills
- ❖ Teachers and adults need to create **Healthy Norms and a Safe Environment**
- ❖ Schools need to adopt practices that **create shared communities of caring and shared leadership**
- ❖ This can include **high quality SEL skills, mindfulness skills, expressing caring and gratitude, etc.**
- ❖ This requires **Principal Leadership**



# Promising Approaches for Prevention: Where is their evidence?

## Individual- Organizational Interventions

- Mindfulness Stress Reduction Programs
- Using Quality Social and Emotional Learning Programs?
- Quality Mentoring/Induction Programs

## Organizational Change Interventions

- Professional Learning Communities?
- Principal Leadership Development?



# How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of an Integrated Classroom Management and Social-Emotional Program

Celene E. Domitrovich<sup>1,2</sup> · Catherine P. Bradshaw<sup>3,4</sup> · Juliette K. Berg<sup>3</sup> · Elise T. Pas<sup>4</sup> · Kimberly D. Becker<sup>5</sup> · Rashelle Musci<sup>4</sup> · Dennis D. Embry<sup>6</sup> · Nicholas Ialongo<sup>4</sup>

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**Abstract** A number of classroom-based interventions have been developed to improve social and behavioral outcomes for students, yet few studies have examined how these programs impact the teachers who are implementing them. Impacts on teachers may affect students and therefore also serve as an important proximal outcome to examine. The current study draws upon data from a school-based randomized controlled trial testing the impact of two prevention programs. In one intervention condition, teachers were trained in the classroom behavior management program, PAX Good Behavior Game (PAX GBG). In a second intervention condition,

the most benefits to teachers, relative to both the control and PAX GBG conditions. These findings suggest that school-based preventive interventions can have a positive impact on teachers' beliefs and perceptions, particularly when the program includes a social-emotional component. Several possible mechanisms might account for the added benefit to teachers. Additional research is needed to better understand how these programs impact teachers, as well as students.

**Keywords** School-based prevention · PAX Good Behavior



**STRATEGY #1: Implement evidence-based programs that promote teachers' SEC**



Mindfulness (“being mindful”) is a state of being aware of your own mind, at any given moment.

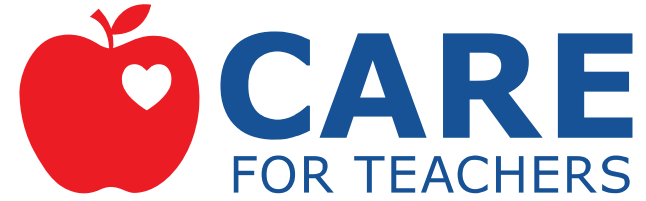
It means to pay attention in a particular way: on purpose, in the present moment and without judgment.

*Jon Kabat-Zinn*

# Take a Pause (from WellAhead):

1. Every day students and school staff will take at least two 'pauses.'
2. Teachers will find two times during the school day to stop students and guide them through a process where they pause and take four deep breaths, tuning into their bodies and observing the physical and mental sensations that come (sensations, emotions, thoughts etc.)
3. Teachers will choose the times during the class day when a pause will encourage them to refocus and calm their minds and bodies.



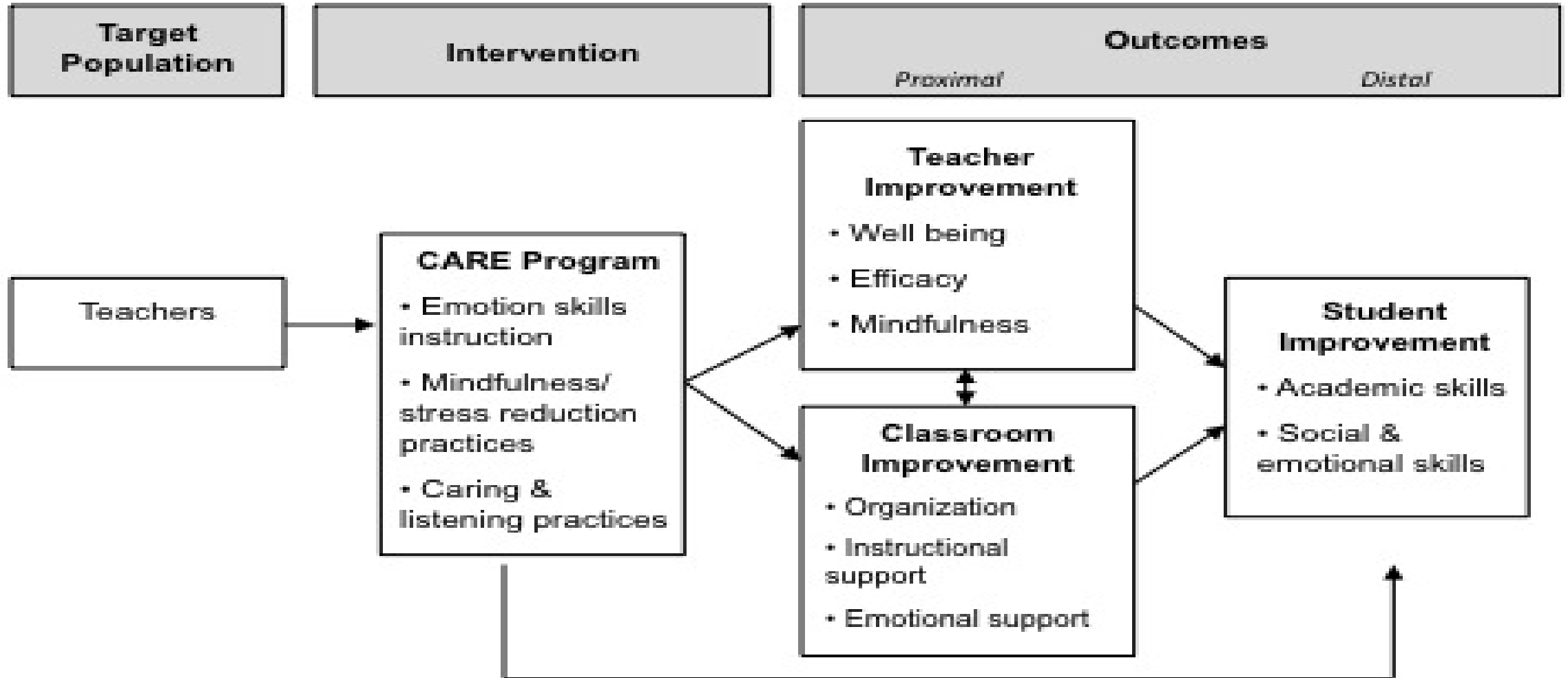


# Cultivating Awareness & Resilience In Education



Developers: Tish Jennings, Christa Turksma and Richard Brown

# CARE Logic Model



# Findings from CARE (Multiple Studies)

## Positive Effects

- Lower stress
- Higher efficacy in teacher
- Less sense of time urgency
- Lower rate of physical symptoms of stress
- Improved Quality of Teaching (observed)





# The Community Approach to Living and Learning Mindfully Program

Developer: Alexis Harris

# Findings from CALM Study (Middle School Teachers)

- Positive Effects
  - Lower stress
  - Higher efficacy in teacher
  - Lower rate of physical symptoms of stress
  - Lower Blood Pressure
  - Physiological resilience – as measured by daily cortisol (measuring the HPA stress system of the body and brain)



# RENEWAL

Stress Management And Relaxation Techniques in Education

**SMART**<sup>in</sup>  
EDUCATION<sup>TM</sup>

The **SMART**<sup>in</sup>EDUCATION<sup>TM</sup> program, an eight-week teacher renewal program, is designed specifically for enrolling (Grade 4-11) educators to:

- Understand the cycle of stress
- Learn how to respond rather than react to stressful situations
- Reclaim wholeness and happiness
- Revitalize your purpose to teach
- Improve your mental and physical health

The **SMART**<sup>in</sup>EDUCATION<sup>TM</sup> program involves experiential practices in emotional awareness, meditation, movement exercises, discussions and at-home exercises that focus on:

## **Concentration, Attention and Mindfulness**

- Develop inward-outward attention and mindfulness of body and feelings
- Practice movement exercises to enhance relaxation and awareness
- Learn at-home meditation exercises with guided CD's

It has been priceless.  
I need this in my  
life constantly.

I have changed while  
taking this class...



# Conclusion

- Teacher Mindfulness Programs can:
  - Promote mindfulness and social-emotional competence
  - Prevent stress-related problems
  - Promote health and wellbeing
  - Improve teaching quality
  - Improve the climate of school communities





**STRATEGY #2: Find ways to promote your own happiness and well-being**

**An experiment**



- ❖ **Write down something that happened to you this past week for which you are grateful.**
- ❖ **If you wish to do so, share with another person nearby.**

**Kindness and gratitude  
promotes happiness**



# Happiness Influences Learning

- We learn more and retain more information when we are in a positive mood state.
- Happiness is contagious.



# How to promote happiness

Writing letters of gratitude

Performing acts of kindness

Imagining your best possible self

Practicing mindfulness

Recalling an intensely positive experience



# Resources

Robert Wood Johnson Foundation: Teacher Stress

<https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>

CARE and CALM Programs:

<https://createforeducation.org/>

SMART in Education:

<https://education.ok.ubc.ca/research/smartineducation.html>

Greater Good Science Center: Summer Institute for Teachers

[https://ggsc.berkeley.edu/who\\_we\\_serve/educators/summer\\_institute\\_for\\_educators](https://ggsc.berkeley.edu/who_we_serve/educators/summer_institute_for_educators)

# Thank You

A silhouette of a young boy standing on a rocky shore, pointing his right hand towards a large body of water. The background shows a sunset or sunrise over a lake with mountains in the distance. The sky is a gradient of dark colors, and the water reflects the light.

## Photo Credits:

Boy pointing by ruurmo; Boy with pug by Renata Alves dos Anjos;

Boy and basketball by Alex E Proimos; Girl looking to horizon by Roby Ferrari; Sad girl by apdk; Girl picking beans by various brennemans; All you need is love by Carf;

Presentation Design: Jeremy Alexander - HELP

**HUMAN  
EARLY LEARNING  
PARTNERSHIP**