



WellAhead

Communicating the importance of social and emotional wellbeing in schools

WellAhead Webinar Series

May 31, 2017

@WellAhead_CA

WellAhead



- > Philanthropic initiative of the J.W. McConnell Family Foundation
- > Objective: Improve child and youth mental health by integrating social and emotional wellbeing into K-12 education
- > Focus: Systems change
- > Launched in 2015 in British Columbia



Classroom

Educators have the knowledge, capacity and time to promote student wellbeing in their daily practice.



School

The school environment and culture is supportive of student wellbeing.



District/Board

Wellbeing is a priority, with sufficient financial and human resources to back it up.



Province

Wellbeing is reflected in policy, resource flows, curriculum, and measurement frameworks.



Ecosystem

Multiple stakeholders are aligned around a shared vision for wellbeing in schools.

Approach



- > Understand what works and why
- > Build capacity and connections
- > Influence policy and practice

Exploration



Experimentation



Early Scaling



Full Scaling



**Integrated measurement
of student wellbeing**



**Everyday practices to
support wellbeing in
schools and classrooms**



**Collective change
processes to explore and
implement solutions**



**Increased board/district
capacity to address
wellbeing**

Year 1 learnings



The value of a focus on social and emotional wellbeing needs to be clear to all those involved

A NEW KIND OF FITNESS:

Communicating the importance of social and emotional well-being in schools

Kimberly A. Schonert-Reichl, Ph.D.

Professor and Director, Human Early Learning Partnership

Laurence Miall, Director of Communications, McConnell Foundation

WellAhead Webinar, May 31, 2017

a place of mind



**HUMAN
EARLY LEARNING
PARTNERSHIP**



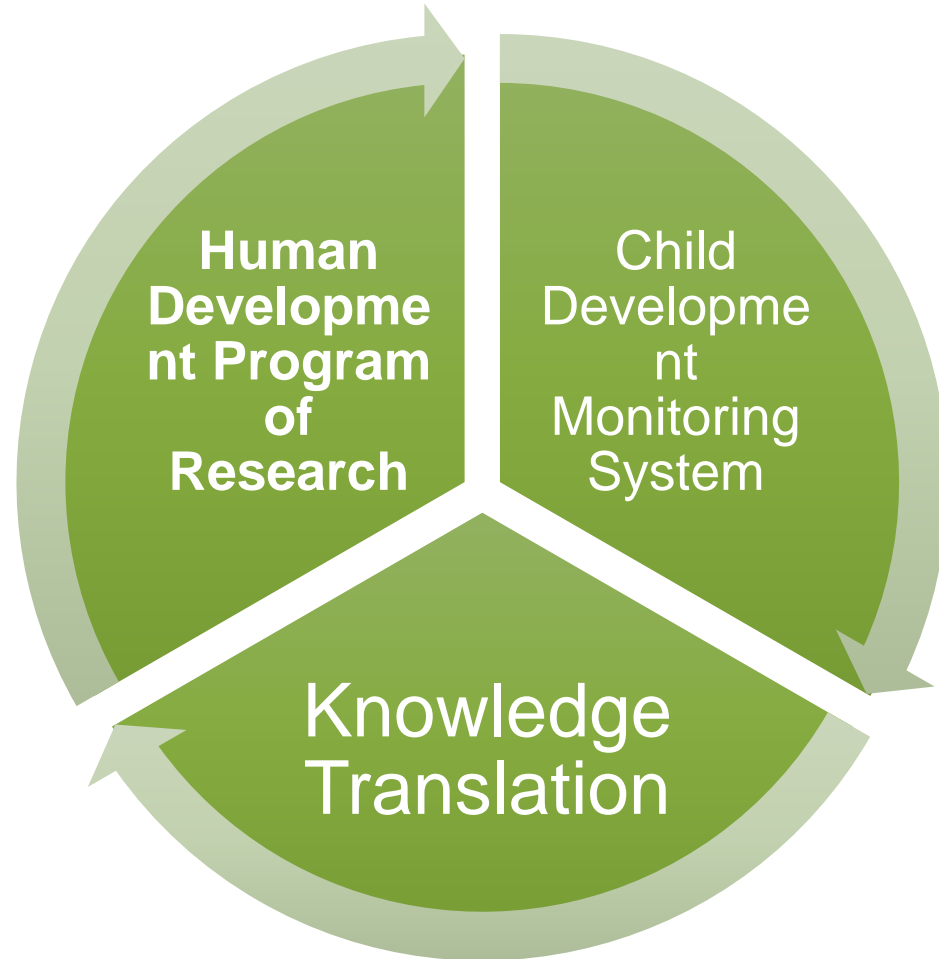
**THE HUMAN EARLY LEARNING PARTNERSHIP
(HELP): AN INTERDISCIPLINARY RESEARCH
INSTITUTE AT UBC**



HELP's Vision

All children thriving in healthy societies

HELP's Strategic Priorities



Overview

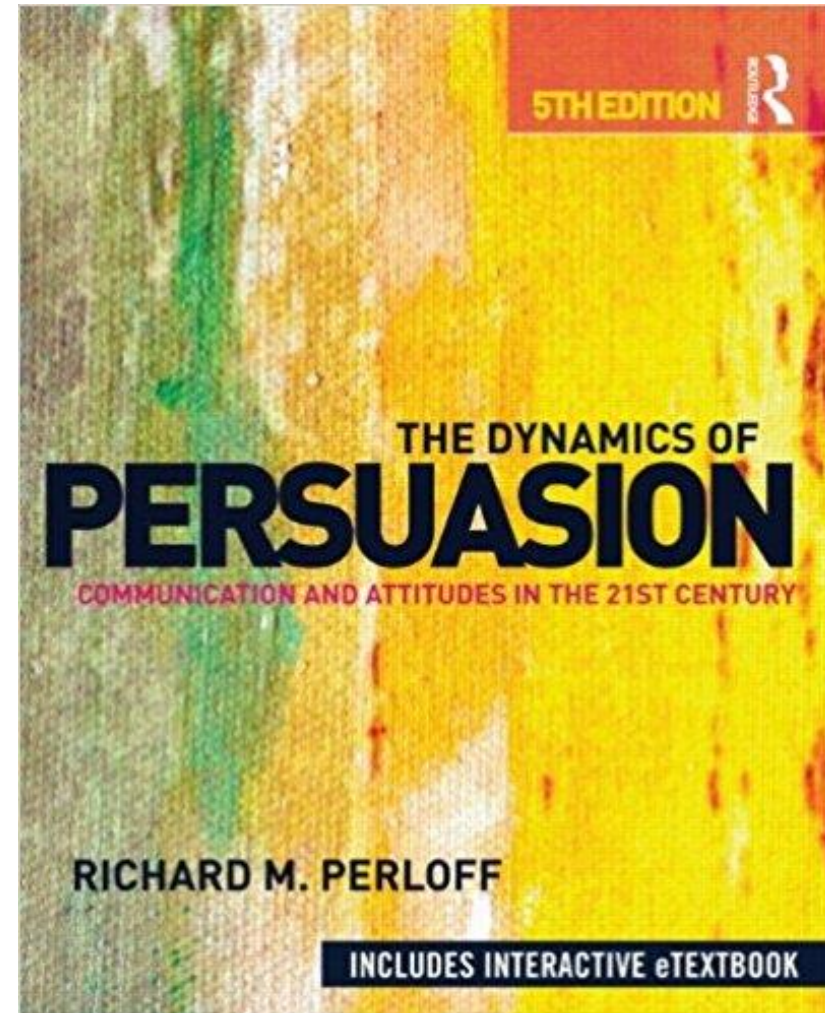
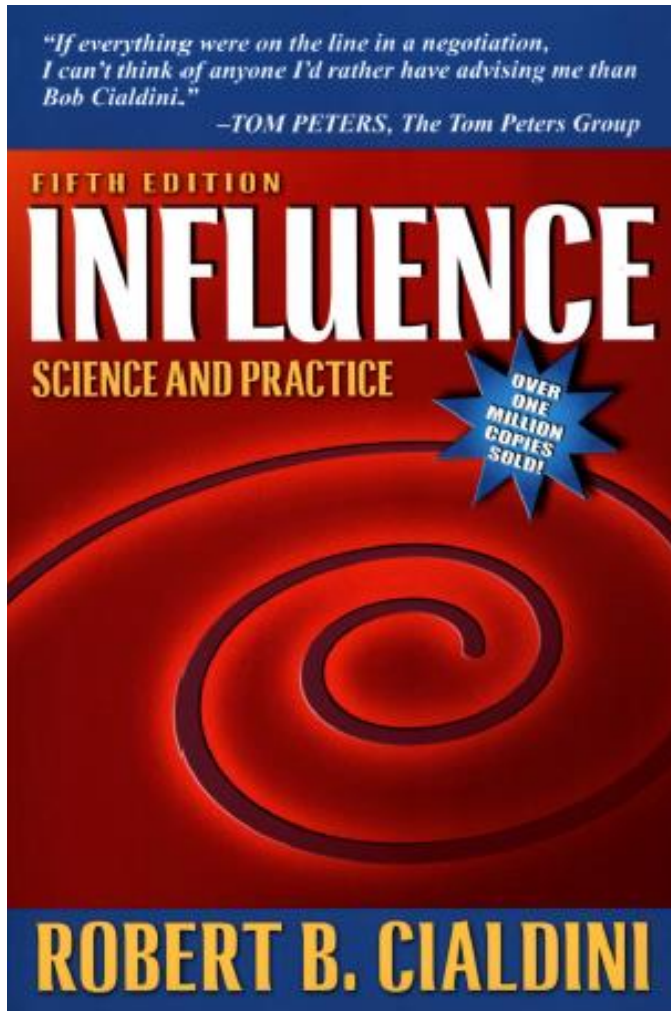
1. The importance of promoting social and emotional learning (SEL) in schools: Lessons from social psychology.
2. Examples of how information can be presented on the importance of SEL in school, including examples from research.
3. Potential next steps
4. Year 1 learning from WellAhead – Laurence

Social Psychology: What is it and what role does it play?

Definition: Social psychology is the scientific study of how people's thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others. The statement that others' presence may be *imagined* or *implied* suggests that we are prone to *social influence* even when no other people are present.

Understanding the social psychology of influence can inform how we present information on social and emotional learning (SEL) and its importance in school settings to various audiences.

The Social Psychology of Influence



#1 NATIONAL BESTSELLER

The

WITH A NEW
AFTERWORD BY
THE AUTHOR

TIPPING POINT

*How Little Things Can
Make a Big Difference*



MALCOLM
GLADWELL

*"A fascinating book that makes you see the world
in a different way." —FORTUNE*

Why Some Ideas Survive
and Others Die

MADE



STICK

Chip Heath & Dan Heath

Made to Stick: 6 Principles

1: SIMPLICITY

How do we get people to remember our main points? Finding ways to say the important ideas in ways that are simple yet profound.

2: UNEXPECTEDNESS

How do we get our audience to pay attention to our ideas, and how do we maintain their interest when we need time to get the ideas across? We need to violate people's expectations and be counterintuitive. Engage curiosity by “opening gaps” in their knowledge — and then filling those gaps.

3: CONCRETENESS

How do we make our ideas clear? We must explain our ideas in terms of human actions, in terms of sensory information. Naturally sticky ideas are full of concrete images. Speaking concretely is the only way to ensure that our idea will mean the same thing to everyone in our audience.

4: CREDIBILITY

How do we make people believe our ideas? We need to present the ideas from experts and from those whose ideas we believe and respect. And scientific evidence can also be part of this.

5. EMOTIONS

How do we get people to care about our ideas? We make them *feel* something.

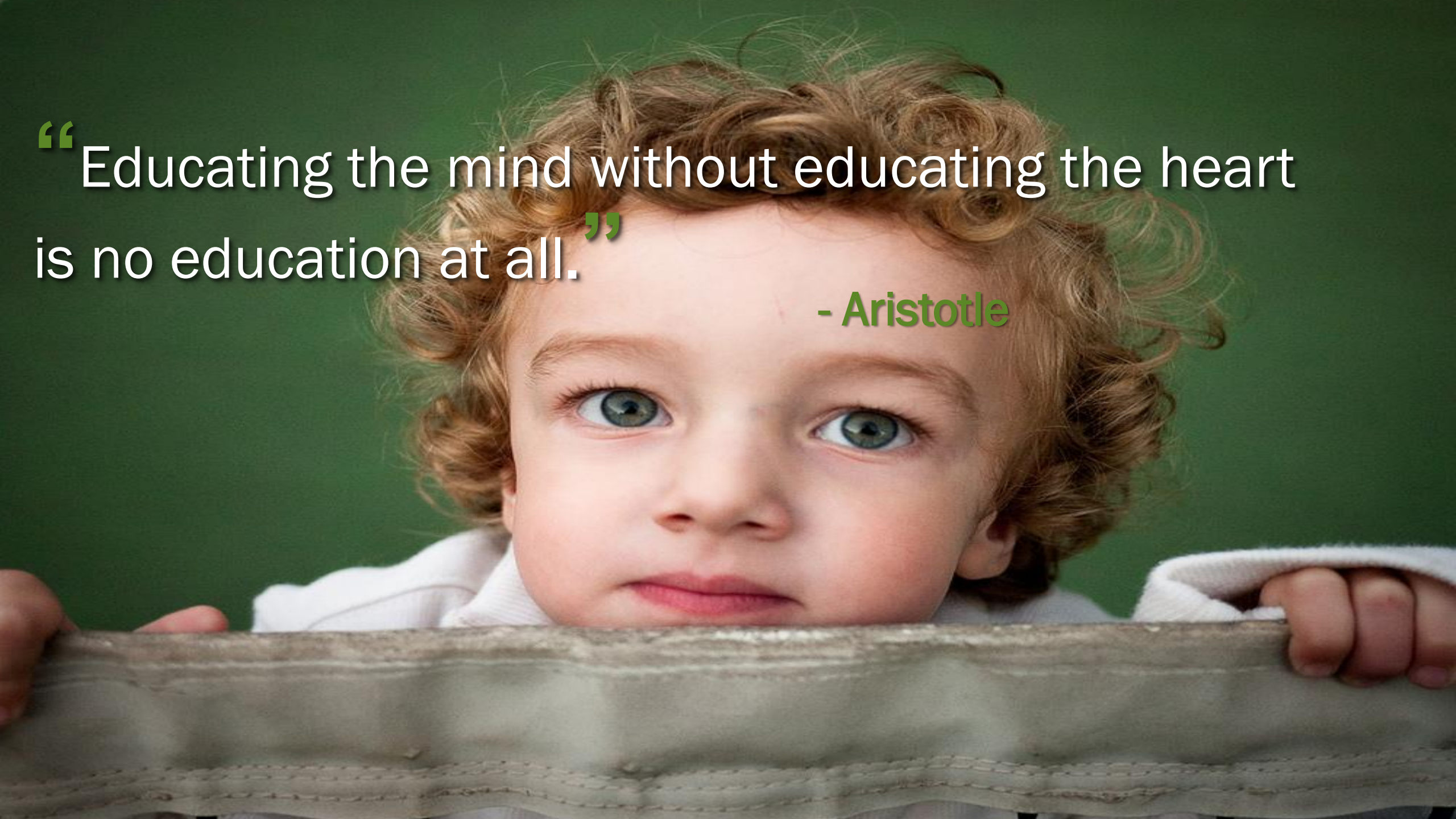
6: STORIES

How do we get people to act on our ideas? We tell stories!

Take Home Messages . . .

1. It is important to know your audience! What information you present will depend on your audience and your understanding on the types of information that will have the most influence.
2. Information only approaches are often ineffective.
3. We need to involve a theory of human understanding and social behaviours.
4. Timing is everything!

Example: A simple message



“Educating the mind without educating the heart
is no education at all.”

- Aristotle

What influences people?

Key Messages

- A narrative and evidence (Perloff).



Roots of Empathy

Racines de l'empathie



A Baby and a Snugglie...

ROE Research: Changes in Peer Assessments of Kindness and Caring

(Schonert-Reichl et al., 2012)





WHY NOW?



SLEEP

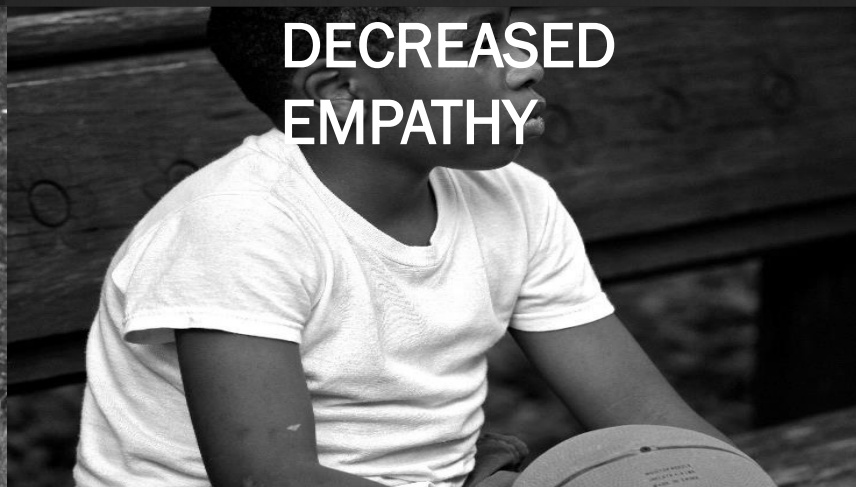


STRESS

Changes and Challenges: Risk Factors



BULLYING



DECREASED
EMPATHY



MENTAL ILLNESS

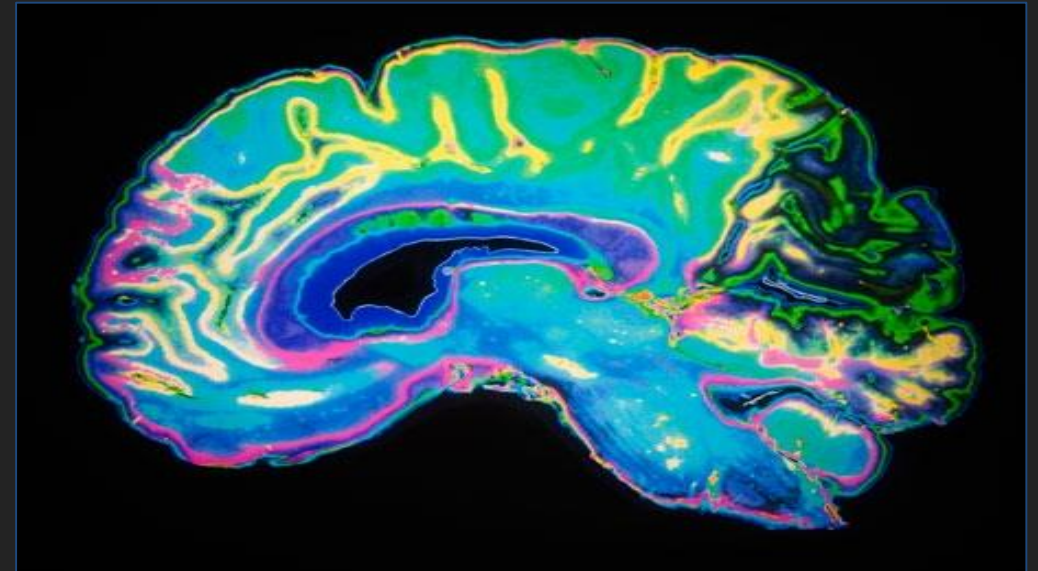


Toxic Stress

Stress and Learning

- Early stress may impair the development of self-regulation
- Interferes with learning
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective

(Blair & Raver, 2012)



A close-up photograph of a man with a beard and a young girl with blonde hair, both looking towards each other in profile. The man is on the left, and the girl is on the right. The background is blurred, showing what appears to be a wooden structure outdoors.

STRESS CONTAGION

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

Oberle & Schonert-Reichl, 2016, Stress contagion in the classroom? The link between classroom teachers' burnout and morning cortisol in elementary school students. *Social Science & Medicine*.

The Culture of Affluence: The Psychological Costs of Material Wealth

Luthar, S. (2003). The culture of affluence: Psychological costs of material wealth. *Child Development, 74*, 1581-1593.

The social and emotional health of children in Canada

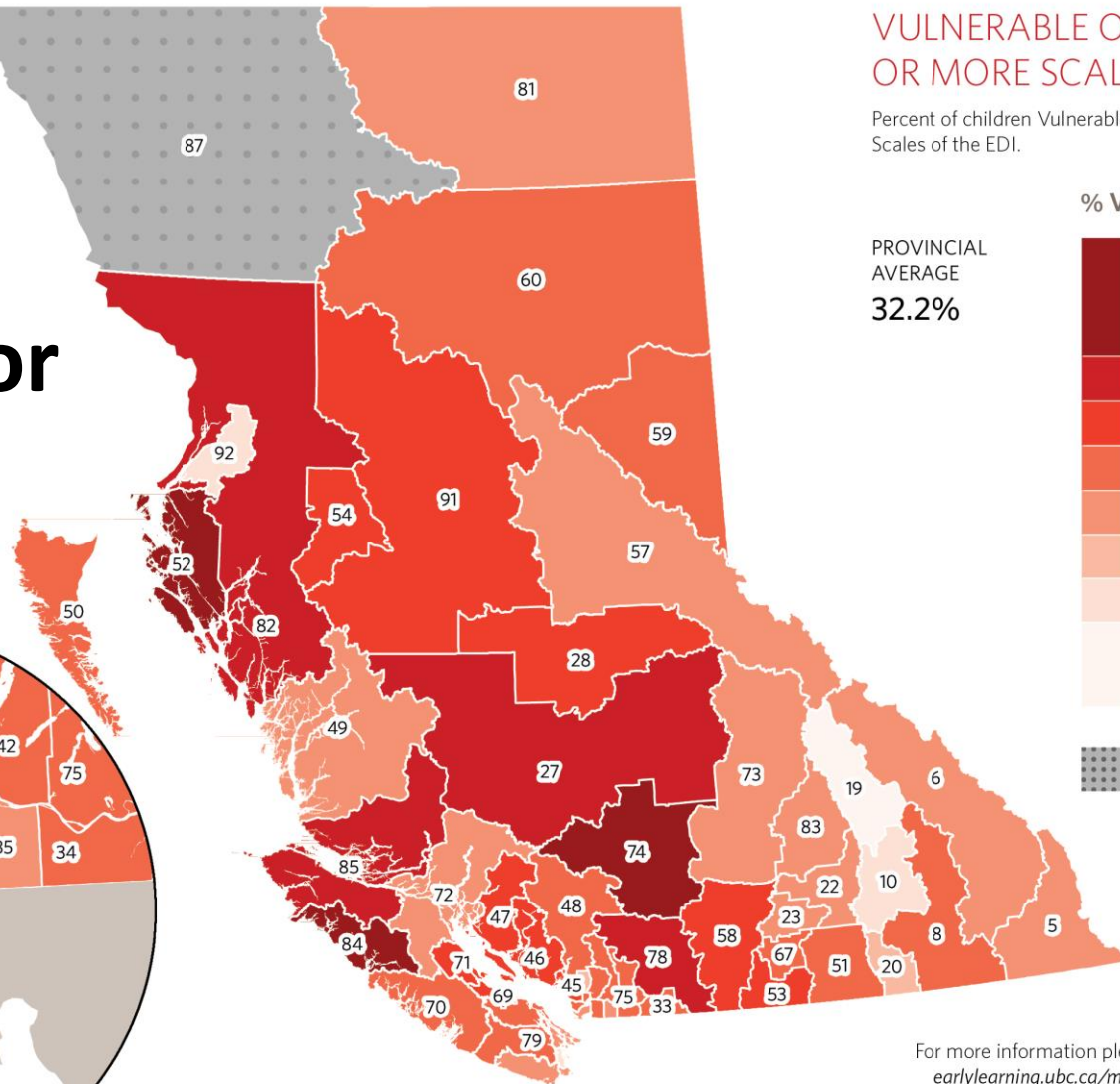
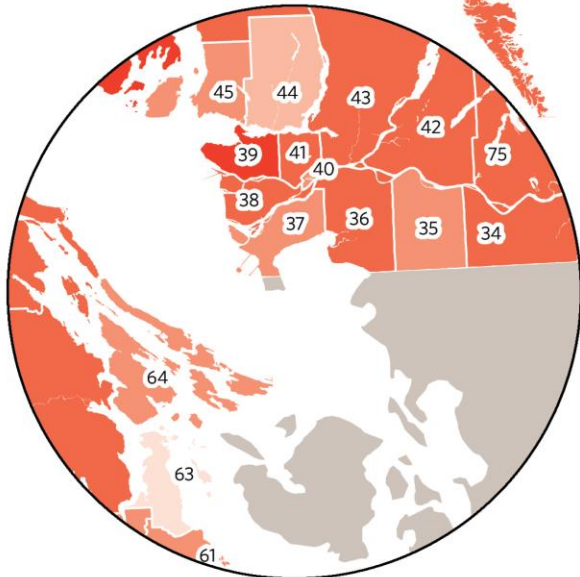


EDI

BRITISH COLUMBIA WAVE 6

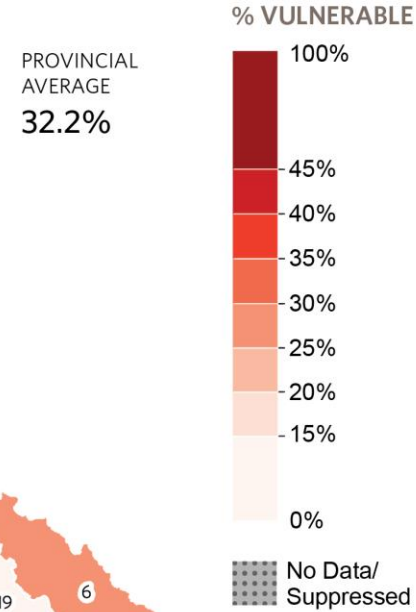


1 in 3 children are vulnerable on one or more scales



VULNERABLE ON ONE OR MORE SCALES

Percent of children Vulnerable on One or More Scales of the EDI.



For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN
EARLY LEARNING
PARTNERSHIP



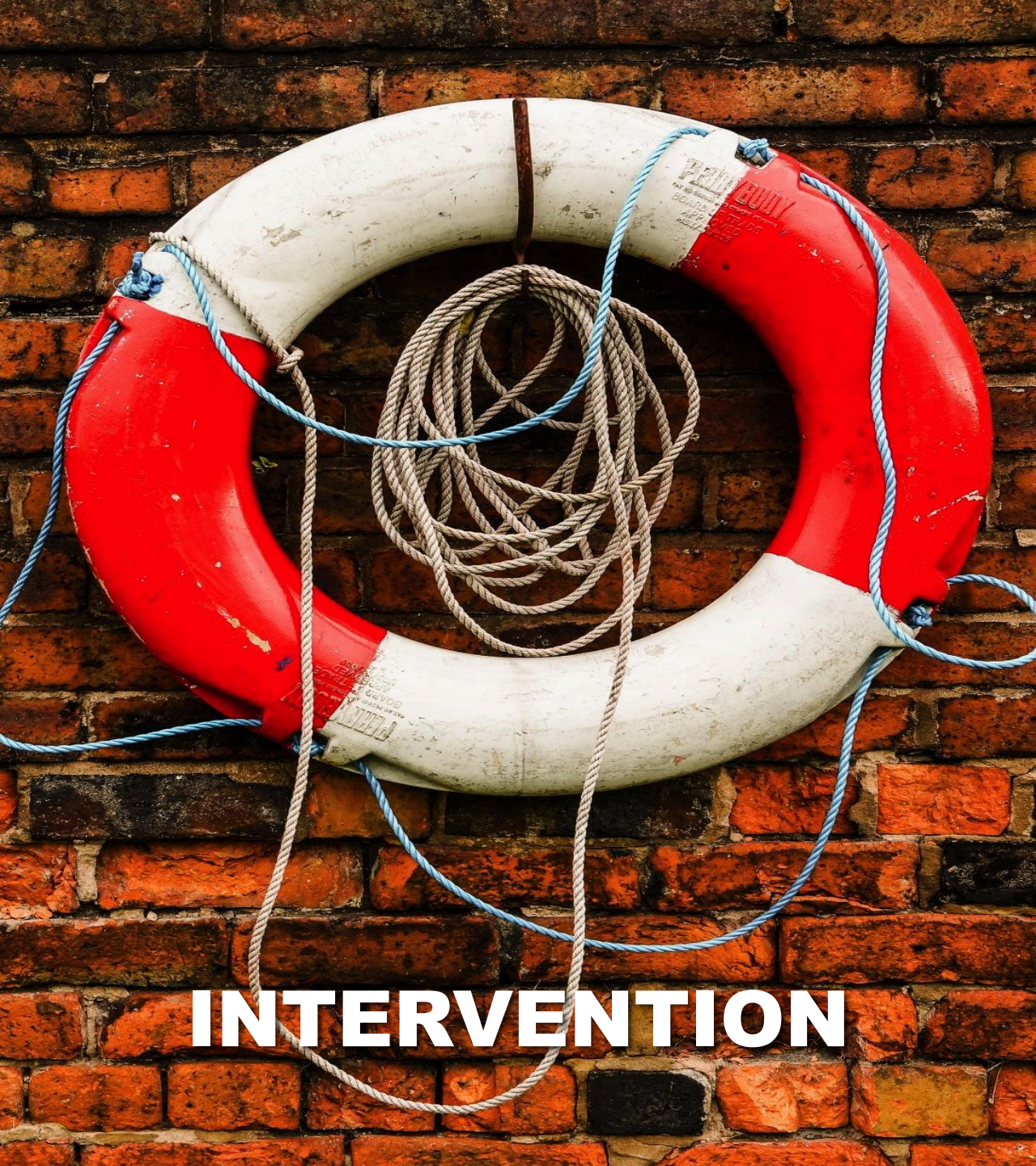
The Principle of Social Proof (Cialdini)

People generally look to other people similar to themselves when making decisions.

1. Local data about children's well-being.
2. Recommendations from someone in a similar position and someone who has had similar experiences.



**WHAT
NOW?**



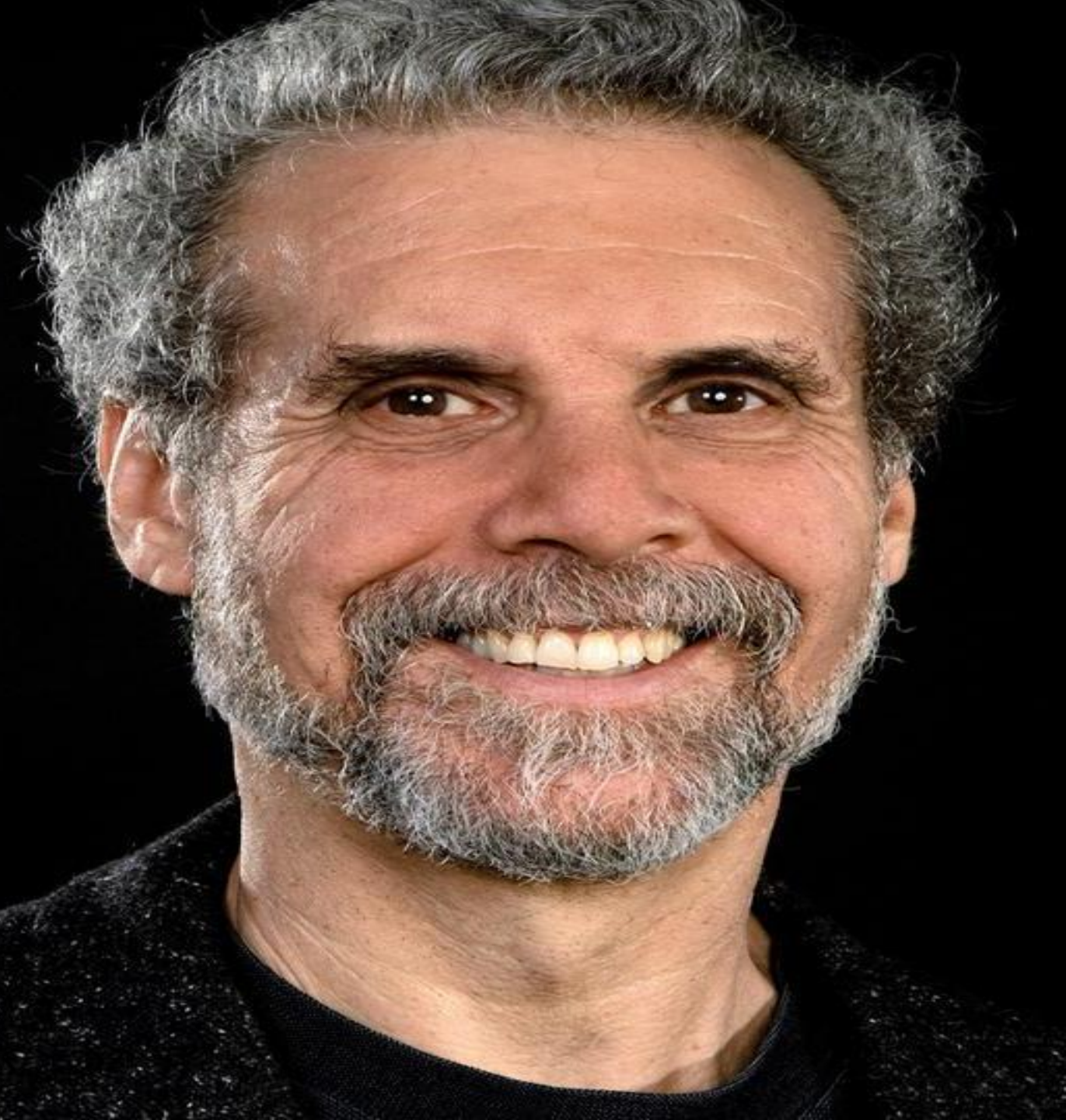
INTERVENTION



PREVENTION

*Analytical intelligence (IQ)
accounts for only 10% to
15% of job success and
other real-world outcomes.*

Daniel Goleman



SOCIAL & EMOTIONAL LEARNING (SEL): A Growing Movement



Social and Emotional Learning

VOLUME 27 NUMBER 1 SPRING 2017

- 3 Social and Emotional Learning: Introducing the Issue
- 13 Social and Emotional Learning as a Public Health Approach to Education
- 33 SEL Interventions In Early Childhood
- 49 Promoting Social and Emotional Competencies In Elementary School
- 73 Social and Emotional Learning Programs for Adolescents
- 95 SEL-Focused After-School Programs
- 117 Social and Emotional Learning and Equity In School Discipline
- 137 Social and Emotional Learning and Teachers
- 157 Social-Emotional Assessment, Performance, and Standards

Brookings Institute: Princeton University

Future of Children

- Focus on Social and Emotional Learning
- Launched today, May 31, 2017
- See webinar and panel discussion: <https://www.brookings.edu/events/the-future-of-school-based-social-and-emotional-learning-programs/>
- Download entire volume and policy brief here: <http://www.futureofchildren.org/publications>

OECD redefining “growth narrative” - economic growth to inclusive growth:

Well-being of themselves and of others



Material Conditions

- Income and wealth
- Jobs
- Housing

Quality of Life

- Health
- Work life balance
- Education and skills
- Social connectivity
- Civic engagement and governance
- Environmental quality
- Personal security
- Subjective well-being

Individual well-being

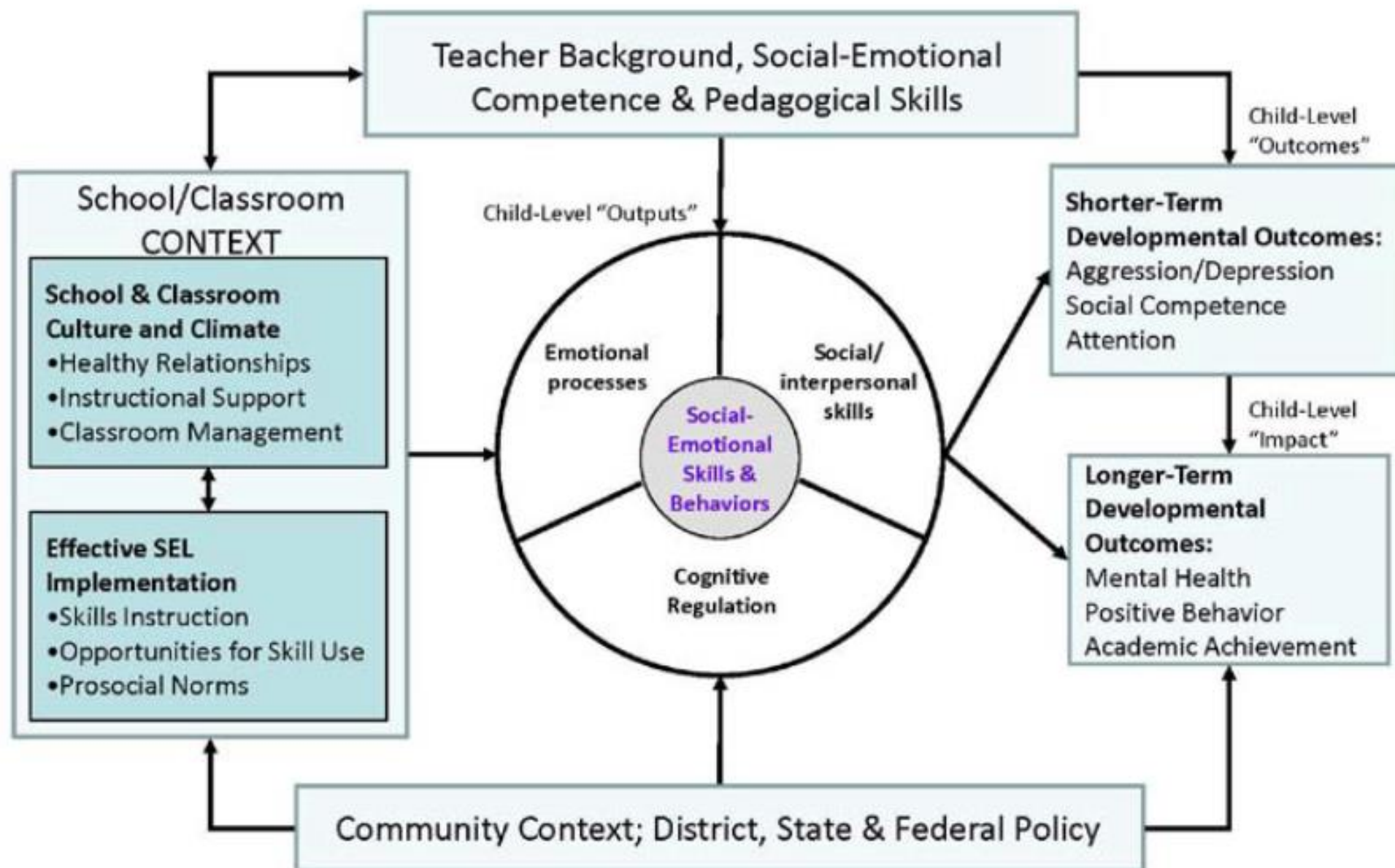
Collective well-being over Time

Different Resources

- Economic Capital
- Social capital
- Human capital
- Natural capital

Q: What knowledge, skills, attitudes, and values students need to **shape their future for better lives in 2030?**

Figure 1. Organizing Framework for SEL



Adapted from collaborative work conducted with Celene Domitrovich as part of the Preschool to Elementary School SEL Assessment Workgroup, Collaborative for Academic, Social and Emotional Learning (CASEL).



THE LEARNING CONTEXT



SEL OF STUDENTS



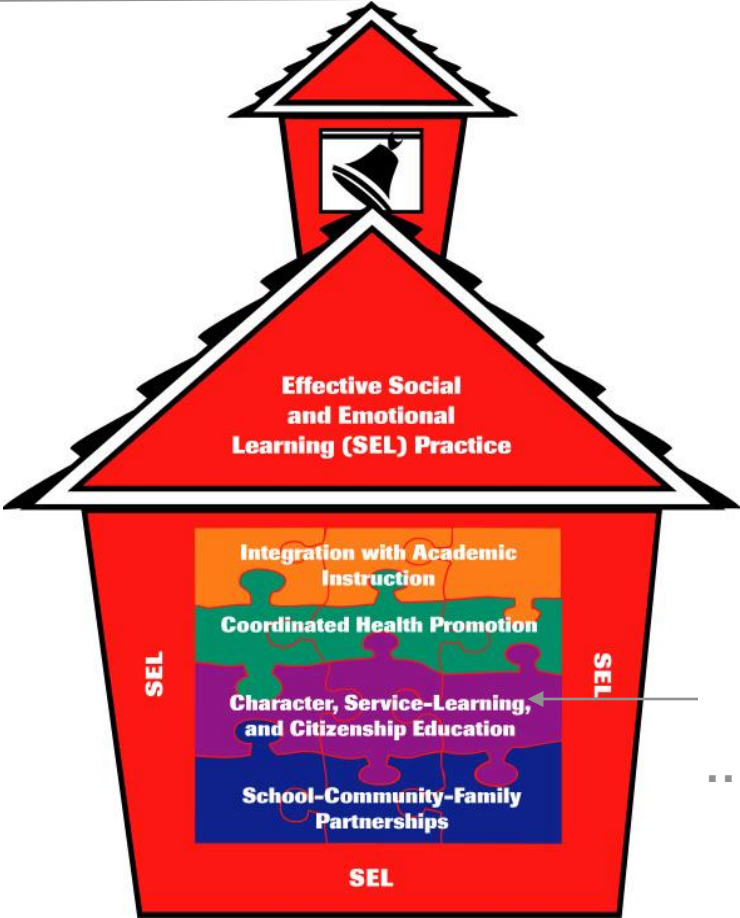
SEL OF EDUCATORS

From Fragmentation to Coherence

The Collaborative for Academic, Social, and Emotional Learning



Getting from here...



...to here

The Science Behind SEL:

Top Findings from Recent Research





Finding # 1: Social and Emotional Skills
are Malleable

NEUROPLASTICITY

A 3D rendering of a neural network. The background is a dark blue, almost black, space filled with a complex web of thin, light blue lines representing axons and dendrites. Several larger, more prominent neurons are shown in a glowing blue color. These neurons have a central, bulbous cell body (soma) with multiple branching processes extending outwards. The branching processes are also glowing blue and have a textured, almost crystalline appearance. Scattered throughout the network are numerous small, bright orange-yellow points, which represent synaptic connections or action potentials. The overall effect is a dynamic and interconnected network of biological structures.

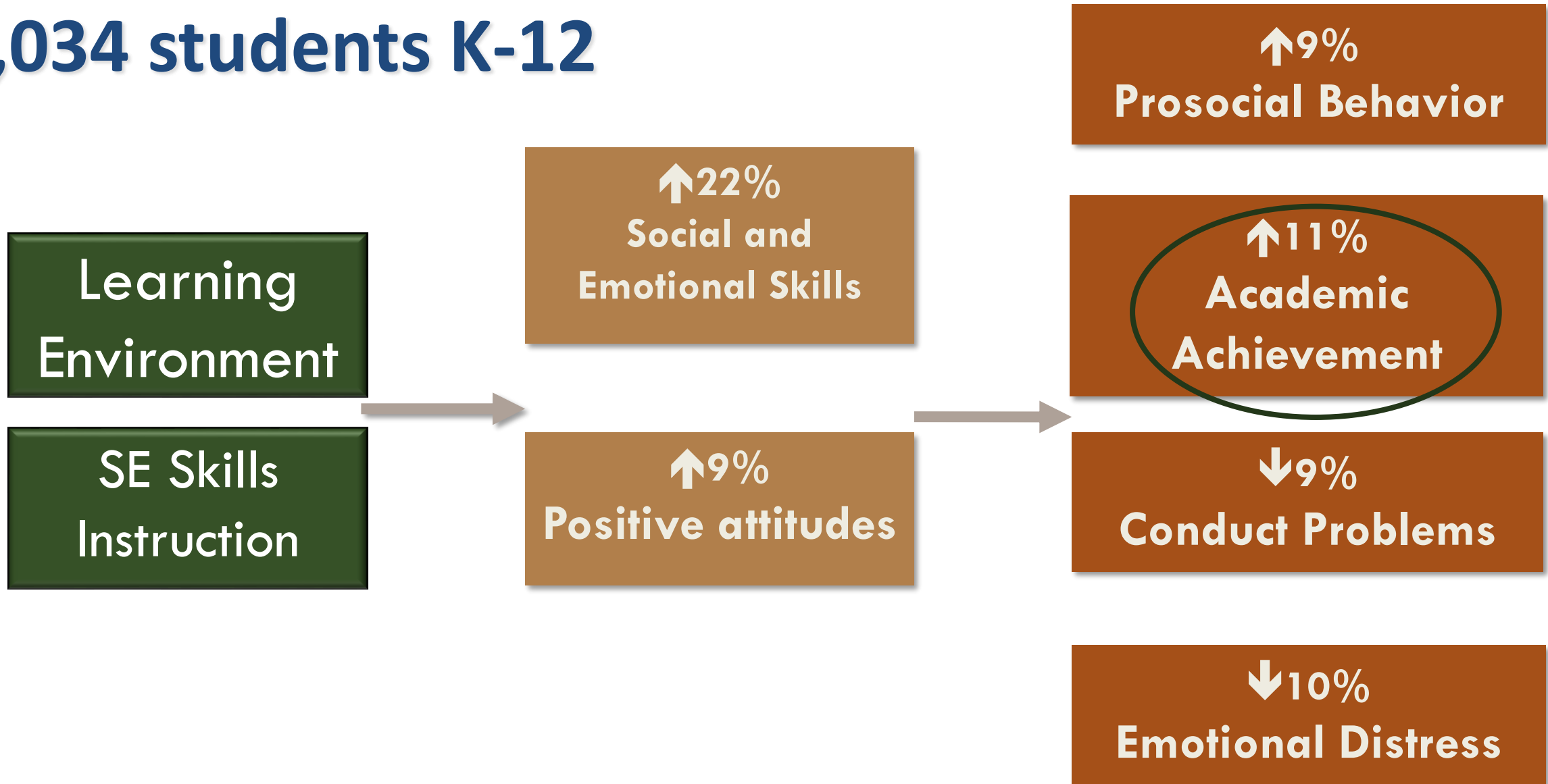
(Goldsmith, Pollak, & Davidson, 2008; Kandel et al., 2000)



Does SEL programming positively affect students?

Meta-analysis of 213 studies

270,034 students K-12



Finding #2: We have underestimated children's capacities for being good



A photograph of two children walking away from the camera on a paved path. The child on the left is wearing a light green shirt and a black messenger bag, carrying a brown paper bag. The child on the right is wearing a white shirt and a black backpack with pink accents, also carrying a brown paper bag. They are holding hands. The background shows a grassy area and a road.

**“It’s not survival of the *fittest*,
it’s survival of the *kindest*.”**

Dacher Keltner, Ph.D.

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken, *et al.*

Science **311**, 1301 (2006);

DOI: 10.1126/science.1121448

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken* and Michael Tomasello

Human beings routinely help others to achieve their goals, even when the helper receives no immediate benefit and the person helped is a stranger. Such altruistic behaviors (toward non-kin) are extremely rare evolutionarily, with some theorists even proposing that they are uniquely human. Here we show that human children as young as 18 months of age (prelinguistic or just-linguistic) quite readily help others to achieve their goals in a variety of different situations. This requires both an understanding of others' goals and an altruistic motivation to help. In addition, we demonstrate similar though less robust skills and motivations in three young chimpanzees.

Helping is an extremely interesting phenomenon both cognitively and motivationally. Cognitively, to help someone solve a problem, one must know something about the goal the other is attempting to achieve as well as the current obstacles to that goal. Motivationally, exerting effort to help another person—with no immediate benefit to oneself—is costly, and such altruism (toward non-kin) is extremely rare evolutionarily. Indeed, some researchers have claimed that

uations fell into four categories: out-of-reach objects, access thwarted by a physical obstacle, achieving a wrong (correctable) result, and using a wrong (correctable) means (Table 1) (movies S1 to S4). For each task, there was a corresponding control task in which the same basic situation was present but with no indication that this was a problem for the adult (14). This ensured that the infant's motivation was not just to reinstate the original situation or to have the adult repeat the action, but

each category (Fig. 1). They handed him several out-of-reach objects (but not if he had discarded them deliberately); they completed his stacking of books after his failed attempt (but not if his placement of the books appeared to meet his goal); they opened the door of a cabinet for him when his hands were full (but not if he struggled toward the top of the cabinet); and they retrieved an inaccessible object for him by opening a box using a means he was unaware of (but not if he had thrown the object inside the box on purpose). Analyzed by individual, 22 of the 24 infants helped in at least one of the tasks. It is noteworthy that they did so in almost all cases immediately (average latency = 5.2 s), before the adult either looked to them or verbalized his problem (84% of helping acts within the initial 10-s phase). Thus, the experimenter never verbally asked for help, and for the vast majority of helping acts, eye contact (as a subtle means of soliciting help) was also unnecessary.

Experimental studies on altruistic behaviors in nonhuman primates are scarce. There are anecdotal reports of possible instances of helping (15–17) and some experiments demonstrating empathic intervention by various



Finding #3: Science of Resiliency and the Importance of Relationships



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

• Urie Bronfenbrenner



MDI

The Middle Years Development Instrument – Grades 4 & 7

**HUMAN
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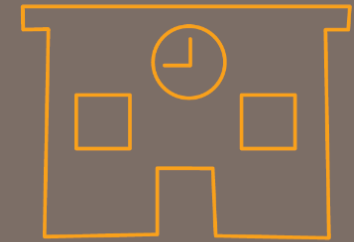
Measures areas of development strongly linked to well-being



**SOCIAL & EMOTIONAL
DEVELOPMENT**



CONNECTEDNESS



**SCHOOL
EXPERIENCES**



**PHYSICAL HEALTH &
WELL-BEING**

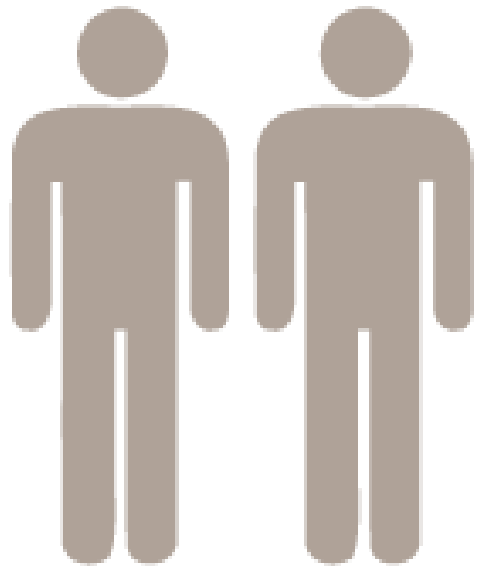


**USE OF
AFTER-SCHOOL TIME**

BC Provincial Average – 2016/2017

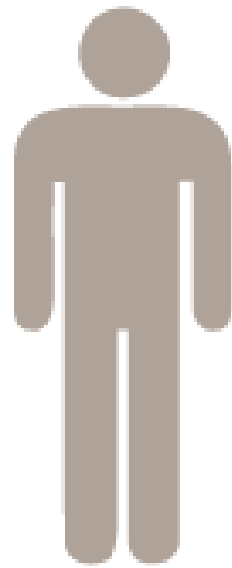
NUMBER OF IMPORTANT ADULTS AT SCHOOL

7



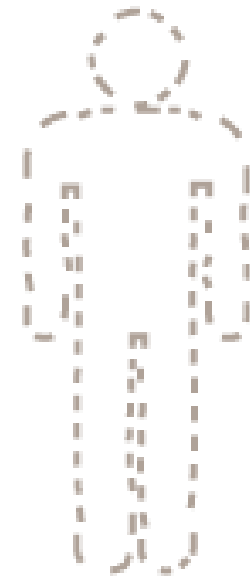
45%

2 or more



12%

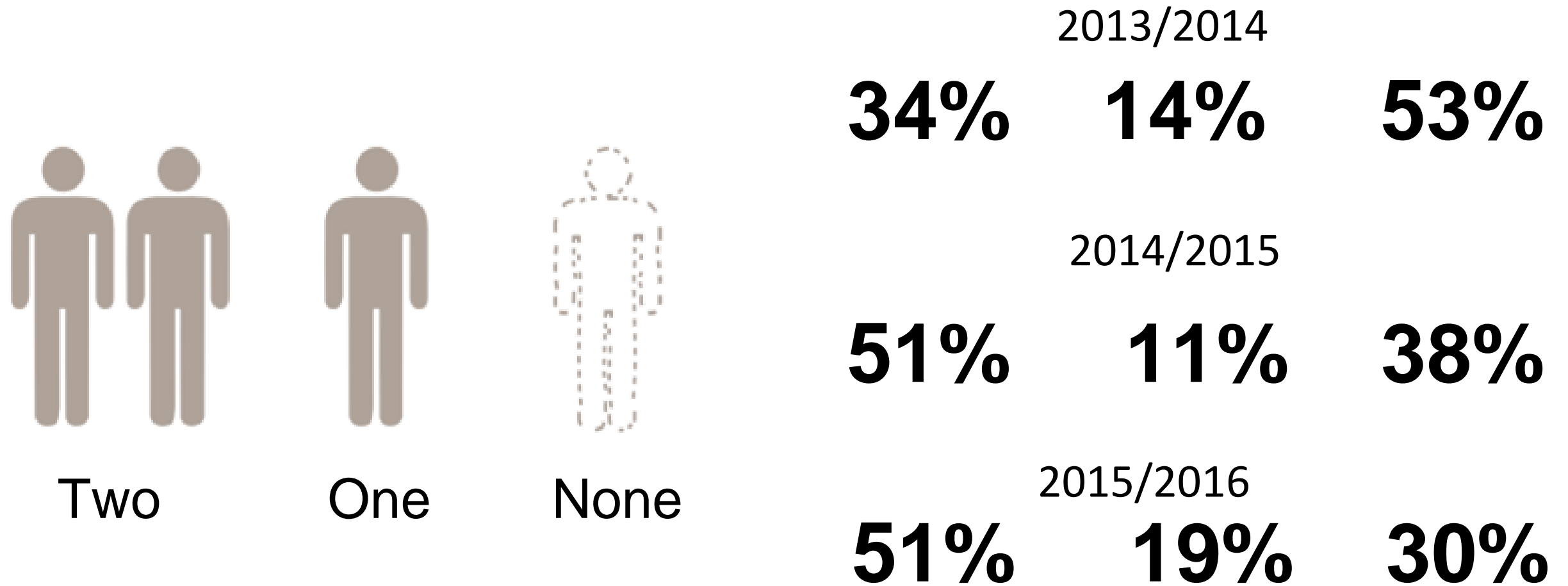
One

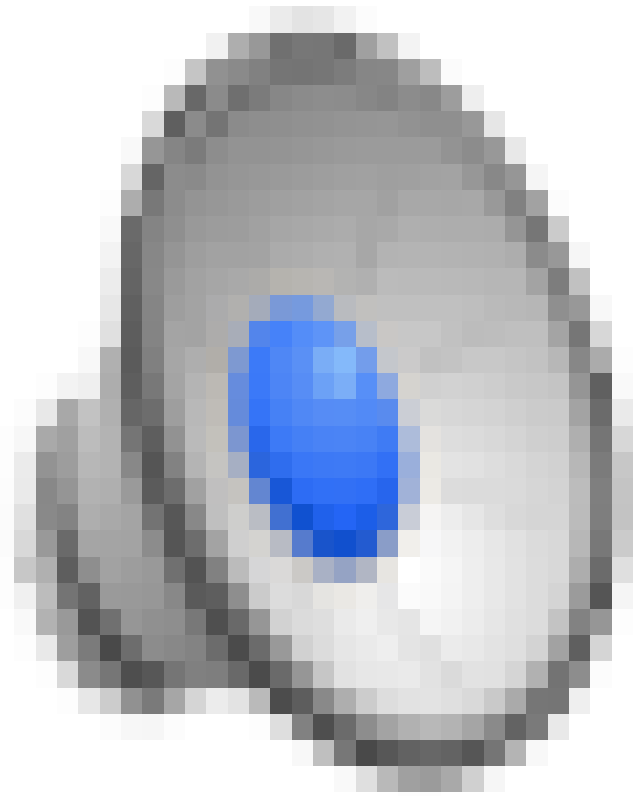


43%

None

of Important Adults at School







Finding #4:

CARE FOR Educators

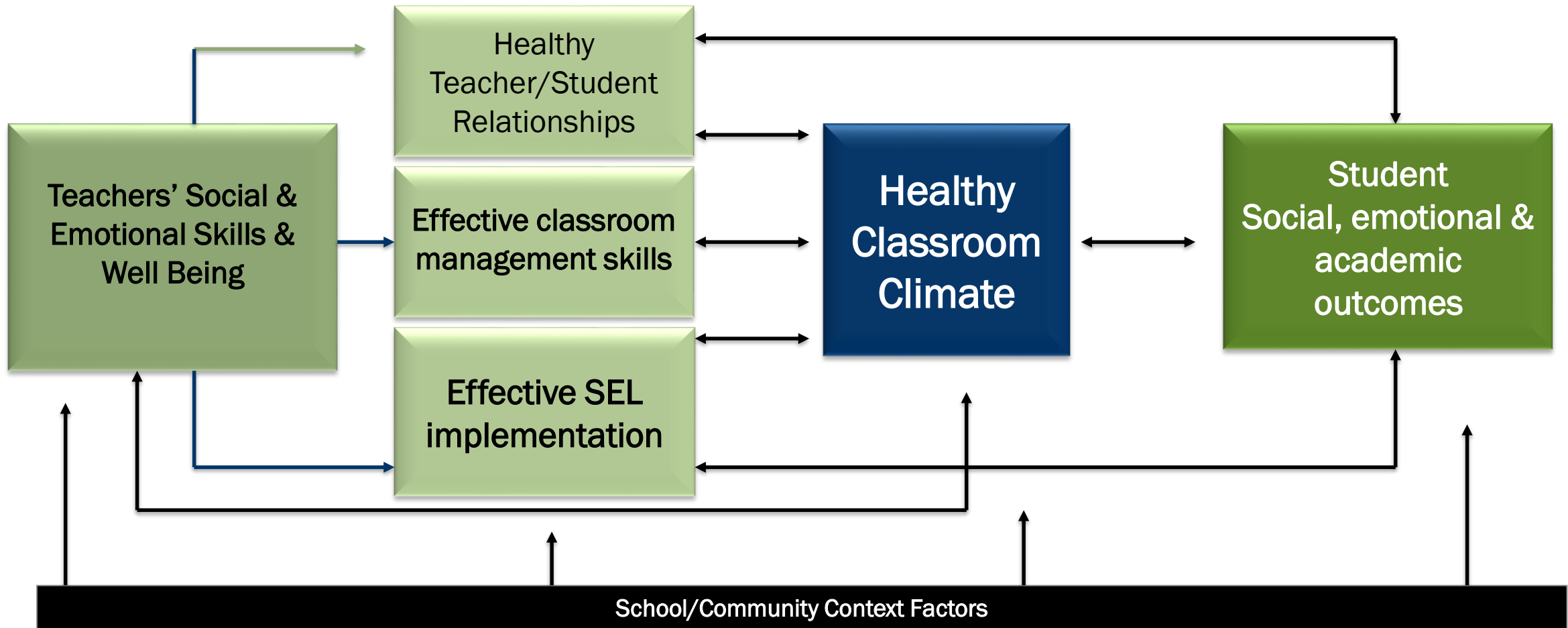
First...



Then...

The Prosocial Classroom:

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



Moving forward and next steps

- A challenge . . .
- What can we learn from soap operas?

Albert Bandura

Identifying Barriers and Benefits for Sustainable Behaviours

- Why is this step so important? Consider the results!
- [Albert Bandura's Prosocial Campaigns](#)
 - Literacy in Mexico
 - Condom use in Tanzania
 - Child brides in India
 - Birth control in China
- See Everett M. Rogers Award Colloquium
- <https://www.youtube.com/watch?v=xjlbKaSXM3A>



Communication (aka, Prosocial, Information) Campaigns

- Bandura concluded that learning is largely a modeling experience
- When humans observe behaviour – either acceptable or unacceptable – they are more likely to practice it

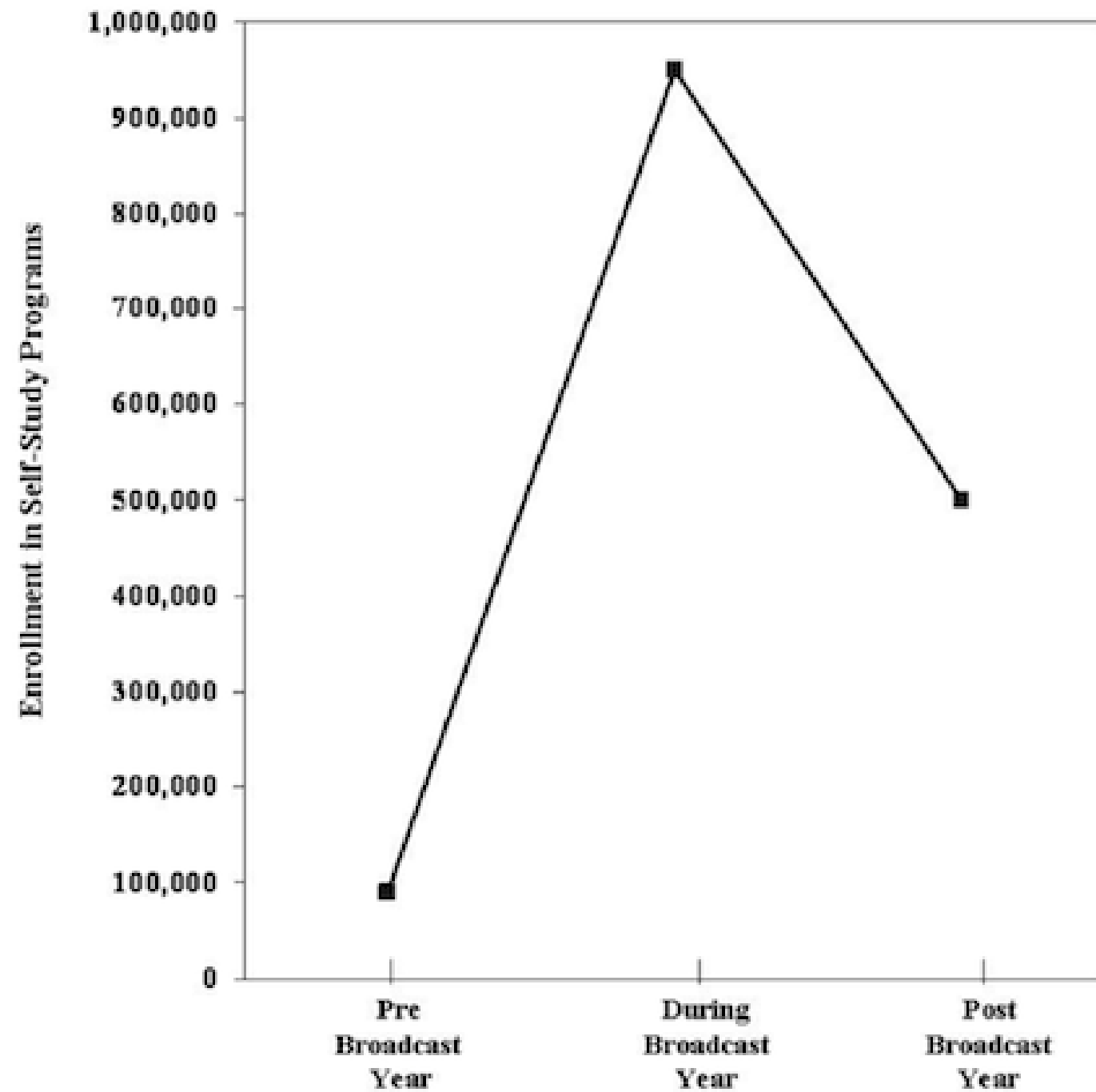


First Step: Identifying Barriers

- Critical period barrier
- Low self-efficacy barrier
- Self-unworthiness barrier

UNIVERSITY
SOUTHERN
CALIFORNIA





Thank You

A silhouette of a young boy standing on a rocky shore, pointing his right arm 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:

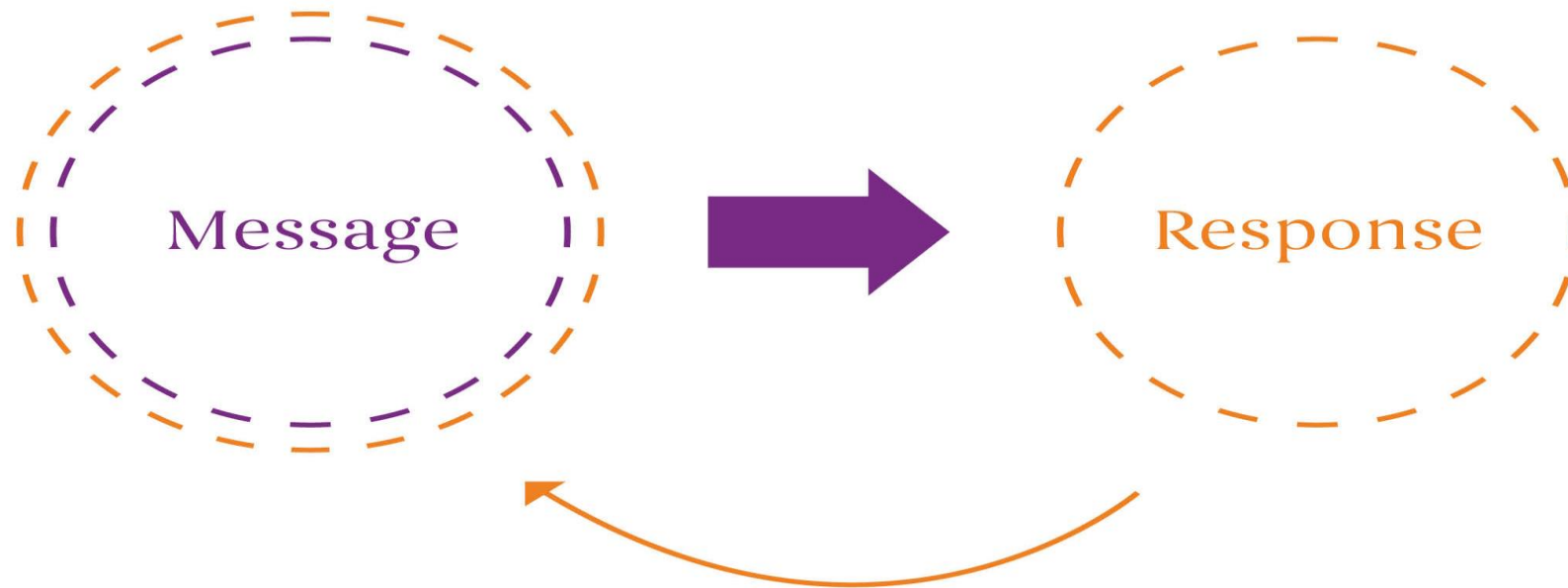
Boy pointing by ruurmo; Boy with pug by Renata Alves dos Anjos;

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;

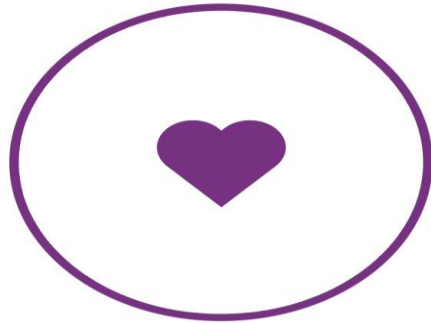
Presentation Design: Jeremy Alexander - HELP

**HUMAN
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Effective communication requires:



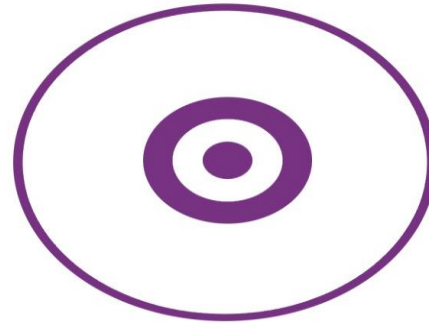
Listen to – *then* communicate – with your audiences



Non-profits



Students



Researchers



Indigenous
communities



Parents



Governments

Etc.

Some practical resources for social and emotional learning

WellAhead

www.mcconnellfoundation.ca/kh/programs/child-and-youth-wellbeing

Collaborative for Academic, Social, and Emotional Learning

www.casel.org

Edutopia

<http://www.edutopia.org>

Dalai Lama Center – “Heart-Mind online”

<http://www.heartmindonline.org/>

SEL School (Great Teachers and Leaders)

<http://www.gtlcenter.org/sel-school>

Social and Emotional Learning Resource Finder (UBC)

<http://www.selresources.com/sel-resources/>

Greater Good Science Center

<http://greatergood.berkeley.edu/>