



# THE EVIDENCE IS CLEAR

## An Update on Research Examining Social and Emotional Learning

April 27, 2023 | 1:00 pm ET





# DR. TIM SHRIVER

Chairman, Special Olympics

Founder, UNITE

Co-Founder, CASEL

**Picture a school with  
social and emotional  
learning...**



**What does it look like?  
Sound like? Feel like?**





# DR. MARK GREENBERG

Founding Director, Edna Bennett-Pierce Prevention  
Research Center

Co-Founder, CASEL

Board Chair, CREATE for Education



## Meta-Analysis



An analysis that systematically combines quantitative outcome data from many studies to develop a single absolute effect that has **greater statistical power than any single study.**

# Summary of 12 Meta-Analyses of Social and Emotional Learning (SEL) Outcomes



Outcomes Measured	# of Meta-analyses (out of 12)	Effect Size	Effects of SEL programs (PreK-12)
SEL skills	8	0.23* to 0.58*	Development of social and emotional competencies
Social behaviors	8	0.13* to 0.33*	Development of positive, prosocial behaviors and positive relationships with others
Conduct problems	11	0.13 to 0.33*	Reductions in disruptive behavior problems
Emotional distress	7	0.10* to 0.31*	Reductions in emotional distress
Academic performance	6	0.18* to 0.28*	Increases in student engagement in learning and improved cognitive and academic performance

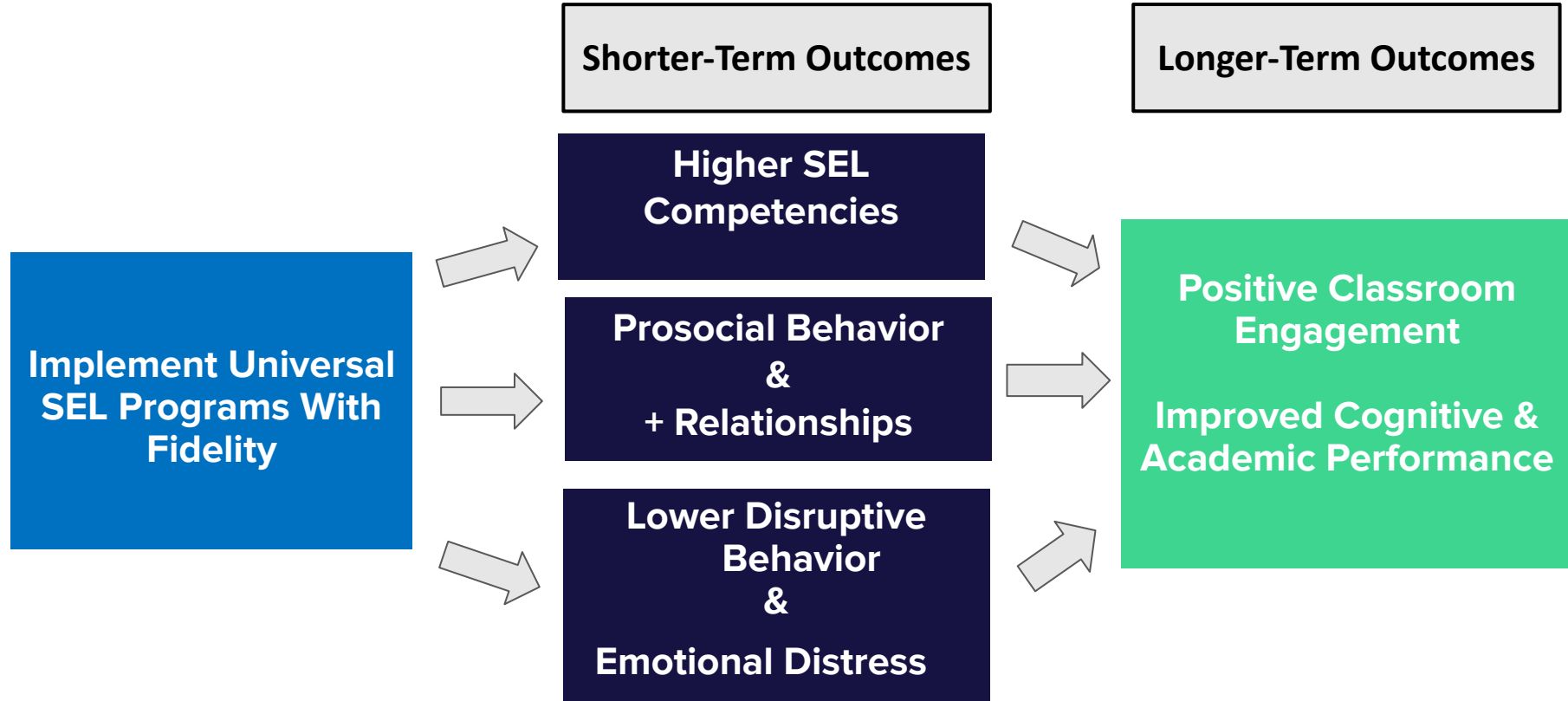
\*p < 0.05.

Note: Full references for these data sources are provided in the report.

Source: Learning Policy Institute. (2022)

*Kraft (2020) proposes <0.05 is small, 0.05 to 0.20 is medium, > 0.20 is large.*

# The Evidence Base: Findings of 12 Meta-Analyses





## **Universal Social and Emotional Learning Programs Show Promotion and Prevention Effects**

1. Promote Well-Being and Positive School Outcomes
2. Reduce Disruptive Behaviors and Emotional Distress



# New Meta-Analysis of 12 Meta-Analyses



- 523 Studies
- 61%  
Randomized  
Trials



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

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## What We Know, and What We Need to Find Out About Universal, School-Based Social and Emotional Learning Programs for Children and Adolescents: A Review of Meta-Analyses and Directions for Future Research

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# Hot Off the Presses: Newest Meta-Analysis



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## **The State of Evidence for Social and Emotional Learning: A Contemporary Meta-Analysis of Universal School-Based SEL Interventions**

Christina Cipriano<sup>1</sup>, Michael J. Strambler<sup>2</sup>, Lauren H. Naples<sup>1</sup>, Cheyeon Ha<sup>1</sup>, Megan Kirk<sup>1</sup>,  
Miranda Wood<sup>1</sup>, Kaveri Sehgal<sup>1</sup>, Almut K. Zieher<sup>1</sup>, Abigail Eveleigh<sup>1</sup>, Michael McCarthy<sup>4</sup>,  
Melissa Funaro<sup>5</sup>, Annett Ponnock<sup>1</sup>, Jason C. Chow<sup>6</sup>, and Joseph Durlak<sup>3</sup>

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<sup>4</sup> School of Education and Human Development, University of Rochester

<sup>5</sup> Harvey Cushing/John Hay Whitney Medical Library, Yale University

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- Studies from 2008-2020 (post Durlak's 2011 paper)
- 575,361 Students
- 424 Studies (258 separate SEL interventions)
- 53 Countries (~ 45% of reports are US based)



# Characteristics of Most Effective Programs



- Met SAFE criteria
- Delivered by classroom teachers
- Focused on skills and school climate
- Used a multicomponent approach
- Taught intrapersonal skills first
- Integrated SEL into academic content
- High quality implementation

**SEQUENCED**  
**ACTIVE**  
**FOCUSED**  
**EXPLICIT**



## Impacts Are Similar (Not Significantly Different) Across:

- Age/Grade Level
- Gender
- Family Socio-economic Status
- Urban or Rural Status
- US vs. Other Countries



# Educator SEL and Well-Being



Teachers with strong social-emotional competence build:

- Stronger relationships with their students
- Have fewer discipline problems
- Greater student engagement
- Stronger attachment to school
- Higher academic performance

5 Meta-Analyses conclusively show that educator-focused SEL programs can improve teacher well-being & instruction

**Yet, few evidence-based educator-focused SEL programs are used by US schools**

# Ways to Improve the Next Generation of SEL Research



1. **Seek large samples** to detect important but low-rate events.
2. Examine **longer-term effects**, not just effects at post-test.
3. Look beyond main effects to understand the effects for **different groups of students**.
4. Ensure replication of effects by **independent researchers**.
5. Assess **multiple outcomes** that fully test the logic model of the intervention.
6. Identify the best ways for programs to promote **equity and cultural competence**.

# Implications for Practice and Policy



## Social and Emotional Learning:



### WORKS

- Positive outcomes including academic success
- Outcomes across grades and contexts



### IS DOABLE

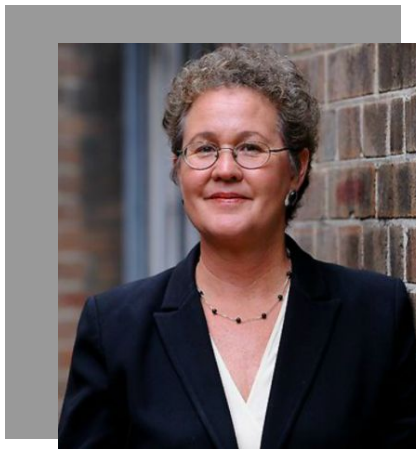
- Well-trained teachers show strong outcomes
- Has a good economic return on investment



### NEEDS SUPPORT

- Requires strong leadership, quality professional dev.
- Effective planning leads to effective implementation
- Requires greater support by federal and state policies

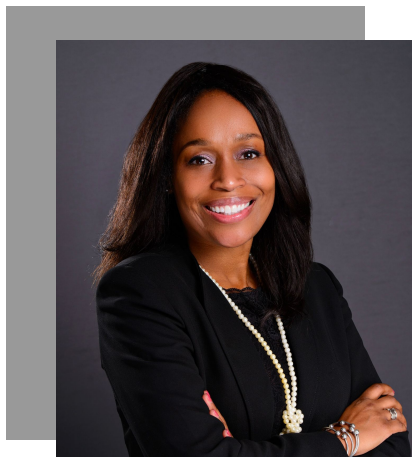




# DR. LINDA DARLING-HAMMOND

President and CEO, Learning Policy Institute

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# DR. AALIYAH SAMUEL

President & CEO, CASEL



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CASEL.INFO/WEISSBERGSCHOLARS

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Part 3 of 4: What are promising practices on adult SEL?

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emerging on adult SEL?**

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