When Heart Meets Mind: Social and Emotional Learning in Elementary and Middle Schools

UBC

Shelley Hymel
Faculty of Education
1 October 2015

Is Academic Intelligence Enough?

- Analytical intelligence (IQ) accounts for only 10% to 15% of job success and other real-world outcomes.
- A recent 32-year longitudinal study by Olsson et al. (2013) in New Zealand showed that social connectedness in youth was a much better predictor of adult well-being than academic competence.

A 32-Year Longitudinal Study of Child and Adolescent Pathways to Well-Being in Adulthood

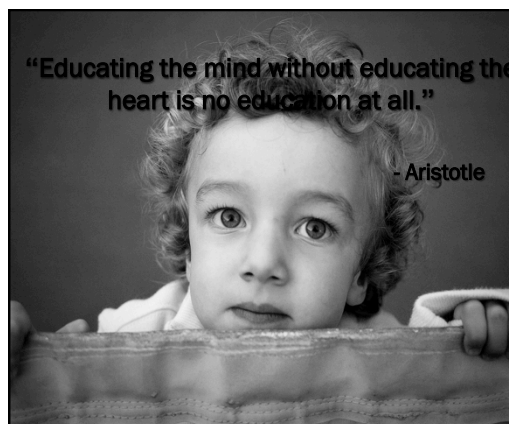Craig A. Olsson · Rob McGee · Shyamala Nada-Raja · Sheila M. Williams

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now now now now now now now now

Why Now?

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

- Aristotle

Challenges of Children & Youth

✓ 1 in 5 youth display significant mental health problems

✓ 1 in 6 children in Canada are living in poverty

✓ 7% of students in grades 7-12 reported attempting suicide at least once in the past 12 months; 10% (girls) to 17% (boys) *considered* suicide.

✓ 6-12% of students report that they do not feel safe at school

✓ 8-10% of students report that they are bullied and harassed by peers on a regular (daily/weekly) basis

✓ Empathy among college students decreased significantly between 1979 and 2009, especially since 2000 (Konrath et al., 2011).

✓ Narcissism appears to be on the rise (e.g., 81% of 18-25-year-olds think getting really rich is an important goal, but only 30% thought helping those in need is important (Kohut et al., 2007).

2007 UNICEF Report Card on Child Well Being

- Evaluation of children in 21 of the richest countries
- 40 indicators tapping 6 dimensions of well-being
- See www.unicef.ca

An overview of child well-being in rich countries

unicef

2007 UNICEF Report Card: Overall Child Well-Being

Overall ratings on all six dimensions:

- Education
- Relationships with families and peers
- Behaviors and risks
- Child poverty
- Health and safety
- What young people say

1. Netherlands
2. Sweden
3. Denmark
4. Finland
5. Spain
6. Switzerland
7. Norway
8. Italy
9. Ireland
10. Belgium
11. Germany
12. Canada
13. Greece
14. Poland
15. Czech Republic
16. France
17. Portugal
18. Austria
19. Hungary
20. US
21. UK

2007 UNICEF Report Card: Education

- Average achievement in reading, math, and science
- % who stay in school
- % of 15-19 year olds who are not in school nor employed

1. Belgium
2. Canada
3. Poland
4. Finland
5. Switzerland
6. Netherlands
7. Austria
8. Ireland
9. Denmark
10. Czech Republic
11. Germany
12. Norway
13. Iceland
14. US
15. Hungary
16. Sweden
17. New Zealand
18. Spain
19. Greece
20. UK
21. France
22. Austria
23. Italy
24. Portugal

2007 UNICEF Report Card: Risks and Behaviors

- Eating
- Exercise
- Overweight
- Smoking
- Drinking
- Cannabis use
- Sex, condom use, pregnancy
- Fighting
- Bullying

1. Sweden
2. Poland
3. Netherlands
4. Ireland
5. Spain
6. Denmark
7. Finland
8. Greece
9. Czech Republic
10. Italy
11. Germany
12. Switzerland
13. New Zealand
14. France
15. Portugal
16. Austria
17. Canada
18. Hungary
19. Belgium
20. US
21. UK

2007 UNICEF Report Card: Relations with Family & Peers

- % in single parent homes
- % in stepfamilies
- % who eat main meal with parents more than once/week
- % who say spend time with parent "just talking"
- % who find other children "kind and helpful"

1. Italy
2. Portugal
3. Netherlands
4. Switzerland
5. Belgium
6. Hungary
7. Ireland
8. Spain
9. Denmark
10. Norway
11. Greece
12. France
13. Germany
14. Poland
15. Sweden
16. Austria
17. Finland
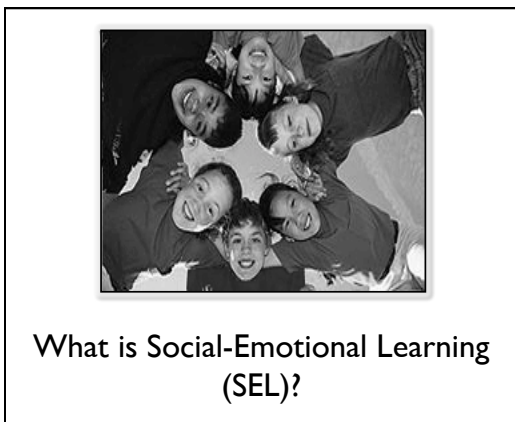18. Canada
19. Czech republic
20. US
21. UK

Fortune 500 List

Skill	1970	NOW
Teamwork	10	1
Problem Solving	12	2
Interpersonal Skills	13	3
Oral Communication	4	4
Listening	5	5
Personal/Career Development	6	6
Creative Thinking	7	7
Leadership	8	8
Goal Setting/Motivation	9	9
Writing	1	10
Organizational Effectiveness	11	11
Computation	2	12
Reading	3	13

"In the future, the jobs that are least likely to be automated increasingly are those that demand lots of interaction with coworkers or clients, not just the performance of rote analytical tasks. These jobs also call for the ability to perform innately human exercises—like pondering another person's point of view. These nuances of human interaction are something that computers have yet to master.
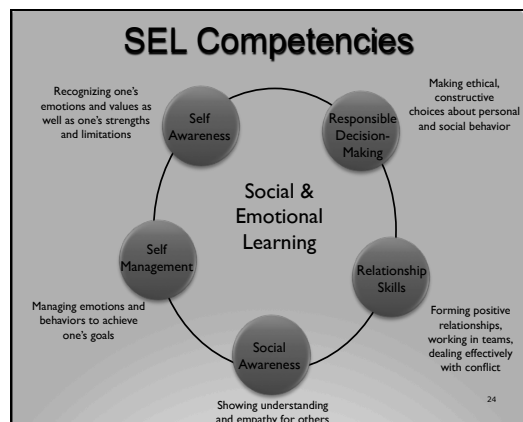
Social skills have the most value when it comes to the ability to work on a team, trading off tasks based on skill sets or ability. "
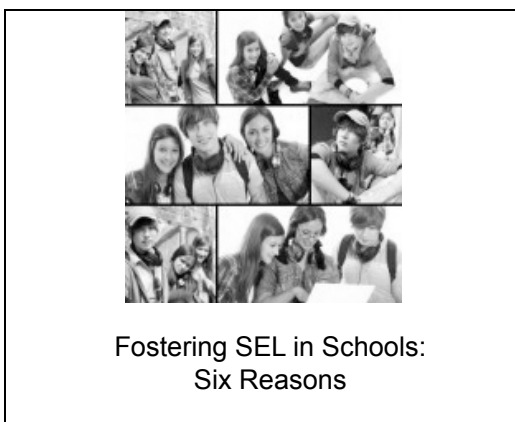
G.B. White

The Atlantic - 21 Aug 2015

Job Advice: Just be Cool

What Now?

Social & Emotional Learning:
A Growing Movement

What is Social-Emotional Learning (SEL)?

Social emotional learning 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.

Zins, Bloodworth,Weissberg, and Waberg (2004)
Building Academic Success on Social Emotional Learning
(www.casel.org)

Collaborative for
Academic,
Social, and
Emotional
Learning

CASEL

www.casel.org

SEL Competencies

Recognizing one's emotions and values as well as one's strengths and limitations

Self Awareness

Responsible Decision-Making

Making ethical, constructive choices about personal and social behavior

Social & Emotional Learning

Self Management

Relationship Skills

Managing emotions and behaviors to achieve one's goals

Social Awareness

Forming positive relationships, working in teams, dealing effectively with conflict

Showing understanding and empathy for others

24

The Science Behind SEL:
Findings from Recent Research

**Meta-analysis of 213 studies
270,034 students K-12**

Learning Environment

SE Skills Instruction

↑**22%**
Social and Emotional Learning

↑**9%**
Positive attitudes

↑**9%**
Prosocial Behavior

↑**11%**
Academic Achievement

↓**9%**
Conduct Problems

↓**10%**
Emotional Distress

ak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

SEL effects are lasting....

**Long term benefits
of SEL programs**

**At age 21, 15 years after
participating in a good SEL program,
young people showed:**
• **Higher educational attainment**
• **More employment and better jobs**
• **Better emotional & mental health**
• **More community involvement**

- Hawkins et al., 2008

Fostering SEL in Schools:
Six Reasons

Why Consider Social- Emotional Learning?

REASON 1:

Social and emotional competencies develop
very gradually, during the time children and
youth are in school.

Domains of Social Development

- Social Participation
- Perspective-taking
- Friendship conceptions
- Empathy
- Prosocial Reasoning

- Brain Development
- Identity Development
- Moral Development

Why Consider Social-Emotional Learning?

REASON 2:

Many students experience social-emotional problems that interfere with their interpersonal relationships, school success, and their potential to become competent adults and productive citizens.

(Greenberg, Domitrovich, & Brumberger, 2001)

Prevalence of Mental Disorders in Children and Youth
(Waddell & Shepherd, 2002)

- Children (age 4-17) diagnosed with specific mental health disorders

• Anxiety	6.4%	Estimated # in BC	60,900
• Conduct Disorders	4.2%		30,900
• ADHD	4.8%		30,900
• Depression	3.5%		19,700
• Substance Abuse	0.8%		7,500
• PDD	0.3%		2,800
• OCD	0.2%		1,900
• Tourettes	0.1%		900
• Eating Disorders	0.1%		900
• Schizophrenia	0.1%		900
• Bipolar	<0.1%		<900

- Total (any disorder) 14.3% or 811,5000 children across Canada

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- Externalizing problems such as antisocial/ aggressive behaviours are associated with both short-term and long-term adjustment problems, such as criminality, unemployment, and mental health problems.

- Anxiety and depression, the most common mental health challenges facing our youth, are associated with internalizing difficulties and suicide

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The Societal Cost of Mental Illness

❖ Canada spends about $14.4 billion annually on the treatment of mental illness (Stephens & Joubert, 2001)

❖ By 2020, the Canadian Psychiatric Association (2001) estimates that mental illness will be the leading health care cost in the country.

Promoting Mental Health Literacy in Education

Dr. Stan Kutcher

http://www.cea-ace.ca/education-canada/article/school-mental-health-literacy

Mental health literacy at the middle and high school level includes four "unique but integrated components":

1) understanding how to foster and maintain good mental health;
2) understanding mental disorders and their treatments;
3) decreasing stigma associated with mental problems
4) seeking help effectively

SEL AS A FOUNDATION FOR MENTAL HEALTH AND WELL-BEING

Why Consider Social- Emotional Learning?

REASON 3:

It makes economic sense.

Cost-Benefit Analysis

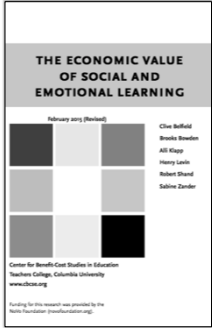**In Canada, the estimated cost of relationship violence to society is over $9 billion annually (Pepler & Craig 2008)**

- **Child abuse** $468 million
- **Youth violence** $ 6.6 billion
- **Partner violence** $ 1.1 billion
- **Sexual violence** $ 3.3 million
- **Workplace violence** $970 million

Cost-Benefit Analysis

- Cohen (1998) estimates that each high-risk youth who becomes a career criminal costs society $1.3-1.5 million (US$) in external costs over a lifetime (e.g., lost wages, medical costs, stolen property, incarceration, criminal justice system).

- Early intervention/prevention is key
- Pay now or pay later.

Benefit-cost analysis of the impact of six prominent SEL programs:

11:1 benefits-costs ratio

THE ECONOMIC VALUE OF SOCIAL AND EMOTIONAL LEARNING

February 2015 [Revised]

Clive Belfield
Brooks Bowden
Alli Klapp
Henry Levin
Robert Shand
Sabine Zander

Center for Benefit-Cost Studies in Education
Teachers College, Columbia University
www.cbcse.org

Funding for this research was provided by the
NoVo Foundation (novofoundation.org).

Why Consider Social-Emotional Learning?

REASON 4:

Social-emotional learning is *fundamental* to academic performance as well as life success.

SELF-DETERMINATION THEORY:
THREE BASIC NEEDS FOR OPTIMAL LEARNING
(Deci & Ryan)

The new ABC's of Motivation

Autonomy

Belonging (Relatedness)

Competence

SEL Promotes Academic Success

Evidence from recent research:

1) Durlak et al. (2011) meta-analysis
   SEL programs associated with improved academic performance
   percentile point gains on achievement tests)

2) Oberle et al. (2014) - 441 Canadian Grade 6 students into Grade 7
   teacher-evaluated social competence in grade 6 predicted
   higher grade 7 math and reading scores.

3) Jones et al. (2015) -- 753 US Kindergarten students into adolescence/
   adulthood,
   kindergarten teacher ratings of social competence predicted
   ✓ timely high school graduation,
   ✓ completion of a college degree,
   ✓ stable, full time employment in early adulthood.

Kindergarten teacher ratings of high prosocial skills was also associated with
   ✓ decreased likelihood of receiving public assistance, public housing,
   ✓ decreased police involvement, juvenile delinquency and arrests
   ✓ decreased binge driiking
   ✓ less likelihood of medication for emotional or behavioral problems
     during high school

Why Consider Social-Emotional Learning?

REASON 5:

The ultimate goal of education is to create good citizens, not just good learners.

Human and Social Development is one of the goals of the BC school system.

- 1989 Mandate for the School System specified human and social development as major goals of BC school system.

- 2001 BC Ministry of Education established social responsibility as one of four "foundational skills."

B.C. Social Responsibility
Performance Standards

FOUR FOCI:
1. **Contributing to the classroom and school community**
2. **Solving problems in peaceful ways**
3. **Valuing diversity and defending human rights**
4. **Exercising democratic rights and responsibilities**

See http://
www.bced.gov.bc.ca/
perf_stands/social_resp.htm

Not Yet Within Expectations
Meets Expectations (Minimally)
Fully Meets Expectations
Exceeds Expectations

A New Vision for Education

BC Education: Core Competencies
https://curriculum.gov.bc.ca/competencies

- Communication Competence
- Thinking Competencies
  - Creative thinking
  - Critical thinking
- Personal & Social Competencies
  - Positive personal and cultural identity
  - Personal awareness and responsibility
  - Social responsibility

Why Consider Social-Emotional Learning?

REASON 6:

We are already doing it….

       implicitly rather than explicitly

Educators already impact children's social and emotional development via the "hidden curriculum" (Jackson, 1968).

"The hidden curriculum is the pervasive moral atmosphere that characterizes schools. This atmosphere includes school and classroom rules, attitudes toward academics and extracurricular activities, the moral orientation of teachers and school administrators, and text materials."   (Santrock, 1993, p. 452)

The good news:
Social-Emotional Skills are Malleable

How Can We Nurture SEL?

CASEL Model for Student Success

Evidence-Based SEL Programs:

(1) Create Learning Environments
- Safe
- Caring,
- Well-Managed
- Participatory

(2) Provide Social and Emotional Competency Instruction
- Self-awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible decision making

Greater Attachment to School

Less Risky Behavior and More Assets and Positive Development

Better Academic Performance and Success in School and Life

PRIMARY APPROACHES TO PROMOTING SEL COMPETENCIES

- *Creating safe, caring, highly engaging learning environments (EPSE 311)*
- *Providing explicit skills instruction for students*
  - **Direct training of Social and Emotional Skills**
  - **Infusion of SEL into curricular areas**

© CASEL 2008   27

Fostering SEL in Schools: "Many Paths to the Top of the Mountain"

- ✓ **Promoting positive relationships**
  - ▪ **Teacher-student relationships**
  - ▪ **Student-student relationships**
- ✓ **Cooperative Learning**
- ✓ **Discipline Strategies**
- ✓ **Emotional Literacy**
- ✓ **Moral Education/ Social Reasoning Discussions**
- ✓ **Social problem solving training**
- ✓ **Conflict resolution programs**
- ✓ **Anti-Bullying initiatives**

Promoting Positive Relationships

The Priority of Human Relationships

"Belonging is a basic human need"
·Baumeister & Leary (1995)

Human beings are "wired" for social relationships

2015 ENCOMPASS Conference "Educating the Social Brain"

Keynote: Dr. Matthew Lieberman, UCLA

"Making Social a Superpower in the Classroom"
http://vimeo.com/76357496

Afternoon Breakout Sessions:

Restorative Practices	Cooperative Learning	Emotion Regulation	Mindfulness	Modelling SEL	Talking Circles
Brenda Morrison &	Vince Gowmon	Miriam Miller	Molly Lawlor	Amori Mikami	Darcy Ellis
					Trista Fuller

Bell Performing Arts Centre, Surrey, BC
October 23rd, 2015 from 8:30am- 2:00pm

The Importance of
Adult – Child
Relationships

Attachment Theory

Human beings have a fundamental, biologically based drive to form emotional bonds and attachments with other human beings

John Bowlby
Mary Ainsworth

Long term Impact

Poor early attachments with caregivers are associated with

- difficulties in other relationships throughout life
- later mental health difficulties, such as externalizing behavior

Attachment Theory:
Secure Base Phenomenon

"…Human beings of all ages are happiest and able to deploy their talents to best advantage when they experience **trusted others** as 'standing behind them.'"

John Bowlby
(1973, p.25)

Do Relationships with
Teachers Matter?

PROMOTING POSITIVE DEVELOPMENT
IN CHILDREN AND YOUTH:
THE HASTINGS COMMUNITY SCHOOL
STUDY

Kimberly A. Schonert-Reichl & Denise Buote
Dept. of Educational & Counselling Psychology & Special Education
University of British Columbia
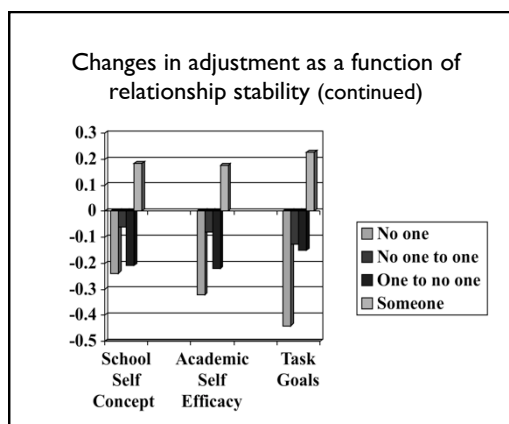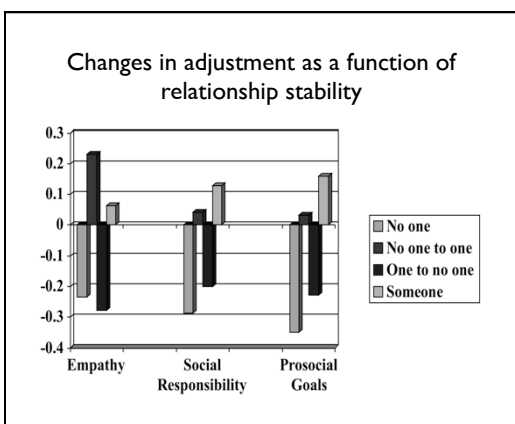Society for Prevention Research 2006

Significant Adults at School and Adjustment
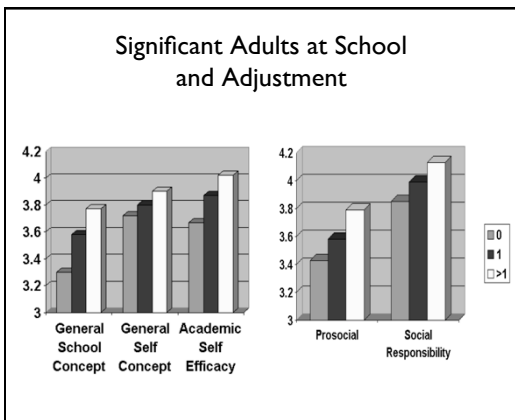
Change from One Year to The Next

Across two years of the study, students were categorized into one of four groups reflecting changes or stability in their relationships with adults from time one to time two.

Group 1: no one in year one ⟹ no one in year two

Group 2: no one in year one ⟹ someone in year two

Group 3: someone in year one ⟹ no one in year two

Group 4: someone in year one ⟹ someone in year two

Changes in adjustment as a function of relationship stability

Changes in adjustment as a function of relationship stability (continued)

Teacher Relationships with Older Students?

Two Social Worlds of Childhood (Hartup, Piaget)

ADULT
(PARENT)
⬇⬆
CHILD

CHILD ⬅➡ CHILD
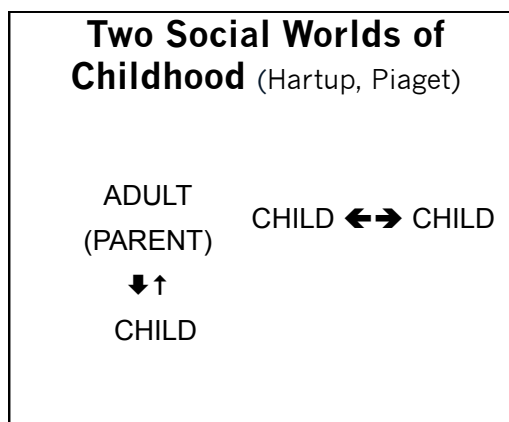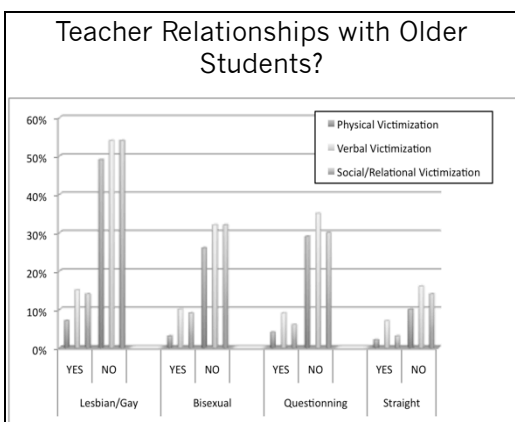
The Importance of Peer Relationships

Impact of Peer Relations on School Performance

- Predicting early school adjustment (Ladd, 1990):
  - ✓ Children who begin kindergarten with a number of classroom friends during school entrance develop more favorable school perceptions by the second month.
  - ✓ Making new friends in school is associated with gains in school performance.
- Students who are rejected within the school peer group are at greater risk for
  - ✓ adjustment problems (internalizing & externalizing difficulties)
  - ✓ academic difficulties
  - ✓ school drop out (McDougall, Hymel, Vaillancourt & Mercer)

Implications for the Classroom Teacher

Understanding Group Processes
Creating a Safe and Caring School Context

Group Socialization
(Harris, 1995, 1998/2009)

BETWEEN GROUPS

WITHIN GROUPS

- group contrast effects
- group differences widen
- ingroup favoritism/ outgroup discrimination

ASSIMILATION
- Self-categorization
- adopt group norms
- increased similarity

DIFFERENTIATION
- social comparisons
- status hierarchies
- dominance, power
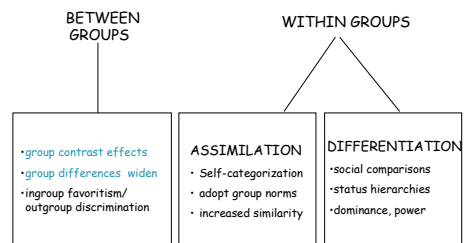
The natural tendency to classify and categorize

The Power of the 'Group'...

- Majority Rules Rule
- Peers Don't Push; They Pull
- Teasing & Exclusion as Weapons

MAJORITY RULES

"children's groups operate by the majority-rules rule: whoever comes to the group with behavior that is different from the majority is the one who has to change." (Harris, 2009, p.157-158)

PEERS DON'T PUSH, THEY PULL

"Children get their ideas of how to behave by identifying with a group and taking on its attitudes, behaviors, speech, and styles of dress and adornment. Most of them do this automatically and willingly: they WANT to be like their peers. ......"

(Harris, 2009, p. 158)

Peer Teasing as Socialization

"...laughter is the group's favorite weapon: it is used around the world to keep noncomformers in line..Those for whom laughter alone does not do the job – those who don't know what they're doing wrong or who will not or cannot conform – suffer a worse fate, expulsion from the group. "

(Harris, 2009, p. 158)

Teachers as Group Leaders

Three ways that leaders influence groups

1. Influence the group's norms (by influencing a majority of members)
2. Defining the image or stereotype the group has of itself (e.g., Movie: Stand and Deliver)
3. Defining the boundaries of the group
4. Creating "we" rather than "us versus them"

The Evolution of Caring and Nonaggressive Societies (Staub, 1988)

GOAL:

PROSOCIAL VALUE ORIENTATION

- Positive evaluations of others
- Concern for other people's welfare
- Personal responsibility for others' welfare
- Empathy and sympathy

Cooperative Learning

Types of Learning Structures
(Johnson, Johnson & Holubec, 1986)

Competitive

students work against each other to achieve a goal that only one or a few can attain.

A student can attain their goal if & only if others do not attain them.

Civic Value: Success depends on beating out others

Individualistic

Students work by themselves to master material which is individualized (e.g., mastery learning)

A student's goal attainment unrelated to goal attainment of others

Civic Value: Success depends only on one's own effort

Cooperative

Students work together to learn material assigned

A student can attain his/her goals only if other students also attain them.

Civic Value: Success depends on a join efffort to achieve mutual goals

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COOPERATIVE LEARNING: NECESSARY INGREDIENTS
(Johnson, Johnson & Holubec, 1986)

- Positive interdependence
- Face-to-face interaction
- Individual accountability
- Social skills training
- Group self-evaluation practices

Recommended Video Clip

EDUTOPIA:

How to Teach Math as a Social Activity

2008

8.5 minutes

Discipline Techniques

Positive Discipline Practices

- delivered with warmth and respect
- developmentally appropriate
- inductive, other-centered discipline

Punitive vs Restorative Discipline
(Conversation Peace, Fraser Community Justice Initiatives, 2006)

Punitive Discipline:

Focus is on punishment

Harm is defined in terms of broken rules and who is guilty

Justice = proving who is right and who is wrong and and is achieved when those found guilty are punished

Action directed by authorities to person who caused harm

Response by authority who determines blame and administers punishment to the person who caused harm

Restorative Action:

Focus is on accountability, healing, reparation

Harm is defined in terms of people hurt and relationships damaged

Justice = understanding, dialogue and reparation, achieved when people take responsibility for their actions, relationships are healed and harm repaired

Action is determined by all parties together

Response is to have both victim and perpetrators and community work together to find a solution that promotes repair, reconciliation and reassurance.

Restitution Self-Discipline

Diane Gossen
Saskatoon, Saskatchewan
www.realrestitution.com

Moral Education/ Social Reasoning Discussions

Moral Reasoning & Moral Behaviours

Higher levels of moral reasoning are associated with
higher levels of empathy
greater incidence of prosocial behaviours
fewer problem behaviours
better peer relations

Moral reasoning interventions have resulted in
fewer problem behaviors in the classroom
less truancy, fewer police/court contacts
higher academic achievement and school motivation
more prosocial behaviors/less antisocial behaviours
higher empathy and perspective-taking abilities

HOW DO ADULTS FACILITATE MORAL GROWTH?

Indirect Conditions
- Democracy, shared power and responsibility
- Positive child-child relationships
  - "know" one another
  - respect/care for one another
  - feel membership and responsibility for the group
- Positive adult-child relations

Direct Conditions
- Regular moral dilemma discussions
- Fairness discussions
- Role-taking opportunities
- Exposure to 1+ moral reasoning
- Common decision making

Nice Is Not Enough
Facilitating Moral Development
LARRY NUCCI
PEARSON
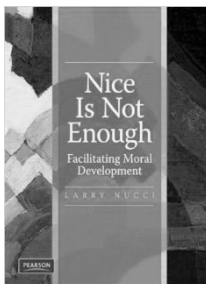
Larry
Nucci
(2008)

Social

Problem

Solving
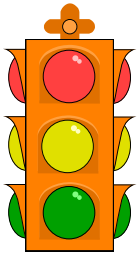
Social Problem Solving Programs

Promoting Alternative Thinking Strategies (PATHS)	Second Step	I Can Problem Solve (ICPS)
Dr. Carol A. Kusché & Dr. Mark T. Greenberg	Committee for Children	Dr. Myrna B. Shure
Promotes emotional literacy, self-control, social competence, positive peer relations, and problem-solving skills.	The program is organized on three sections (i.e., empathy, anger management, and impulse control) and provides a multiyear coverage of violence prevention.	Trains children in generating a variety of solutions to interpersonal problems, considering the consequences of situations. Recognizes thoughts, feelings, and motives that generate problem situations.
K-6 (Currently Pre-K)	PreK-9	PreK-6
✔ Research on Pre-K	✔ Research on Pre-K	✖ Research on Pre-K
✔ Implementation Evaluation	✖Implementation Evaluation	✖Implementation Evaluation

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Rochester Social Problem Solving Program
(Weissberg et al.)

Six step cognitive framework:

1. Problem definition   (say the problem and how you feel)
2. Goal statement   (decide on your goal)
3. Impulse Delay   (stop and think before you act)
4. Generate alternatives   (think of *many* solutions)
5. Considering consequences   (what might happen next)
6. Implementation (if you have a really good solution, try it)

When You Have A Problem

- **STOP, CALM DOWN, & THINK** **before you act**
- **Say the PROBLEM and how you FEEL**
- **Set a POSITIVE GOAL**
- **Think of lots of SOLUTIONS**
- **Think ahead to the CONSEQUENCES**
- **GO ahead and TRY the BEST PLAN**

Social Problem Solving Adaptations

- Multiple Ending Stories
- Multiple Ending Movies

Emotional Literacy

EMOTIONAL LITERACY

Emotional Literacy within
Social Problem Solving Programs

- PATHS
- Rochester Social Problem Solving Program

Comfortable vs Uncomfortable Emotions

Comfortable Feelings

☺

Happy
Proud
excited

Uncomfortable Feelings

☹

Angry
Upset
Scared

FEELINGS VERSUS BEHAVIOURS

ALL FEELINGS ARE OKAY
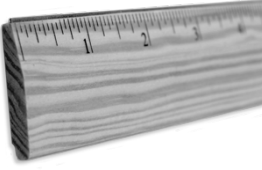
ALL BEHAVIOURS ARE NOT OKAY

Emotionally Literate Schools

Emotional Literacy for Educators
• Marc A. Brackett, Ph.D., David R. Caruso, Ph.D. & Robin Stern, Ph.D.

The RULER Approach
to social and emotional learning

• Recognize
• Understand
• Label
• Express
• Regulate

www.therulerapproach.org

Mood Meter

Emotionally Literate Schools

How are you feeling?

Conflict Resolution Programs

ROLE OF THE CONFLICT MANAGERS

• Specially selected, trained and identified in school
• Work in pairs
• Do not "settle" disputes but facilitate the resolution process
• Trained to "calm down" intense conflict situations
• Trained to listen to disputing students, allow them to express angry feelings
• Trained to help disputing students solve their problems in acceptable ways
• Do not "force" themselves on peers, students must agree to their aid
• Require adherence to basic rules of problem solving (no name calling, do not interrupt, tell the truth, agree to solve the problem)

Skills of Peacemaking (Naomi Drew)

WIN-WIN GUIDELINES

1. Take time to cool off; find alternative ways to express anger

2. Using "I" messages, each person states feelings and problem as they see it (no blaming, no name calling, no interrupting)

3. Each person states the problem as the *other* person sees it

4. Each person states how he/she is responsible for the problem

5. Brainstorm solutions together to find one that satisfies both (win-win solution)

6. Affirm partner

Children as Peacemakers:
The Downtown Alternative School
(Fine, Lacey, Baer & Rother, 1991/1992)

Any child can identify him/herself as a peacemaker (all student trained)
Peacemakers work in pairs, offering help to children to solve a problem that arises:
"Do you want to solve the problem?"
"Do you want to solve it with a teacher or with a peacemaker?"

Participants agree to follow several rules:
No interruptions
No running away
No name calling
No plugging your ears
Tell the truth

Participants given opportunity to verbalize own viewpoint and be listened to until finished ("Is that all you have to say?")
Suggestions for solutions solicited until one is found that all agree to.

Anti-Bullying Initiatives

"A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons."   Olweus, 1991

Three critical components:

✓ Intentionality

✓ Repetition

✓ Power Differential
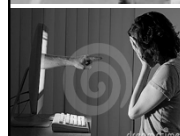
Power comes in many forms...

- Physical (larger, older)
- Power in numbers
- Social (more popular, more competent)

Forms of Bullying

Behavioral Category	Of Concern	Of Serious Concern
Physical Bullying	pushing spitting shoving hitting kicking	threatening with a weapon defacing property stealing
Verbal Bullying	mocking, teasing, dirty looks, name-calling	intimidating phone calls, racist, sexist, homophobic taunts, verbal threats, coercion, extortion
Social Bullying	gossiping, setting up for embarrassment, spreading rumors, exclusion from group	inciting hatred, racist, sexist, homophobic alienation, setting other up to take the blame public humiliation
Cyber Bullying	use of internet, email or text messaging to threaten, hurt, single out, embarrass, spread rumors or reveal secrets about others	

Victimization across forms of bullying
(n=1700 students, grades 4-7, from 14 schools)
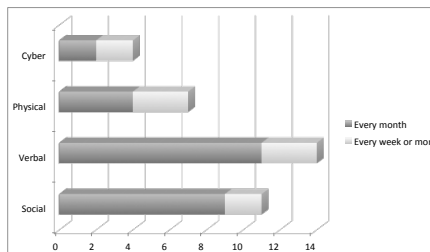
Frequent Victims
(once a month or more)
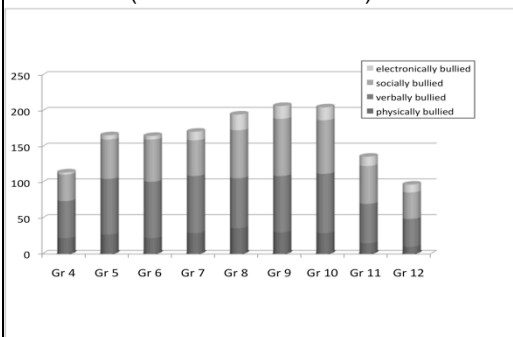
Craig & Pepler: Bullying as an Underground Activity

52 hours of videotape from 2 elementary schools

- over 400 episodes of bullying observed
- on average, bullying occurred
  - once every 7 minutes on playground;
  - once every 15-20 minutes in classroom
- average bullying episode lasted 37 seconds; one lasted 37 minutes
- teachers intervened once in every 25 incidents (4% of the time)

Bullying as a Group Phenomenon

Craig & Pepler: Peer Contributions to Bullying

- Peers present in 85-88% of observed bullying episodes
- Peers bystanders
  - 53% of the time passively watched
  - 22% of the time helped the bully
  - 19% of the time intervened on behalf of the victim
- Peer participation (joining in) shifted affect in the bullying child:
  - more excitement
  - more happiness
  - more aggression
- Peer interventions on behalf of victims were effective (57%) in stopping bullying within 10 seconds.

How can we address bullying?

Anti-bullying Resources

W alk Away
I gnore
T alk it Out
S eek Help
www.witsprogram.ca

Changes over time?

World Health Organization survey (Currie et al., 2012)
- overall decline in peer victimization in most countries over previous years, albeit small, usually less than 10%.

In the United States,
- physical bullying declined from 22% in 2003 to 15% in 2008 (Finkelhor, Turner, Ormrod & Hamby, 2010)

- online harassment increased from 6% in 2000 to 11% in 2010 (Jones, Mitchell, & Finkelhor, 2013)

Conclusions in recent reviews of anti-bullying programs

- some interventions modestly successful, a few more so (Rigby & Slee, 2008)
- overall, the effects have been small, and in some cases, negative (Smith, Schneider, Smith, & Ananiadou, 2004)
- currently it is not known which is the "best" method (Rigby & Slee, 2008)
- whole-school, multidimensional anti-bullying efforts more effective (Rigby & Slee, 2008; Vreeman & Carroll, 2007; Ttofi et al., 2008)
- overall bullying & victimization reduced by 17-23% (Ttofi, Farrington & Baldry, 2008)
- No impact after grade 8 (Yeager, Fong, Lee & Espelage, 2015)
- Limited impact on high status /popular bullies (Garandeau, Lee & Salmivalli, 2014)

We can do better....

Bullying Prevention Unit

committee for children

Children who bully....

Formative Consequences for Children Who Bully

- Find alternatives to detentions/suspensions
  - Work the first time or not at all

- Direct and immediate consequences are necessary, but what kind?
  - Provide clear message that what they are doing **is bullying** and **is unacceptable**
    - Quick, immediate, no-nonsense talks work better than long lectures
  - Build awareness skills, empathy, and insights
    - Inductive, other-centered discipline to increase empathy
  - Counter/Discuss morally disengaged reasoning
  - Provide youth with alternatives to bullying
    - Re-channel bullies into socially appropriate leadership & responsibility (e.g., community service)
    - Make students responsible & accountable for their behavior (restorative practices, restitution self-discipline)

Children who are victimized....

Providing safety and support for Victims: Take an active role

- "Be There"
  - School staff are present/available in hallways and on school grounds
    - Make direct contact with students
    - Get to know all the students
    - Diffuse situations before they escalate

- "Safe Havens"
  - Schools provide safe setting in free periods for victimized students
  - Schools provide surveillance and monitor "hotspots" (which can shift)
  - Willing to help a child re-locate to a new school if efforts fail

- Support all children in developing positive connections with peers
  - Social Emotional Learning initiatives (see casel.org)

- "Adopt a Student" and "Be a Hero" initiatives

- Assertiveness Training (e.g. see safeteen.ca)

Children who witness....

The critical role of the "bystander"

Bystanders vs Upstanders

The Triangle
Rescuers/Upstanders
Victims
Bystanders   Perpetrators
Which role do you choose?
© Holocaust Museum Houston
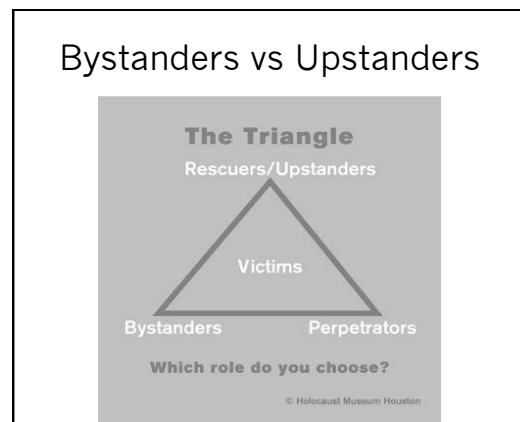
Do bystander responses change with age?
(Trach, Hymel, Waterhouse & Prevost, 2010)

As students got older, they were LESS LIKELY TO
- Talk to an adult about the bullying
- Help the victim
- Tell the bully to stop
- Get their friends to help solve the problem (boys only)

As students got older they were MORE LIKELY TO
- Get friends to get back at the bully
- Walk away
- Stay home from school
- Ignore or avoid the bully (boys only)
- More likely to talk to other student about the bullying (girls only)
- More likely to do nothing

What can you do to address school bullying and promote social-emotional learning?

First, get informed....

Canadian Initiative
for the Prevention of

Initiative Canadienne
pour la Prévention de

PREV Net

www.prevnet.ca

SELWebsites

- **Collaborative for Academic and Social and Emotional Learning (CASEL)** www.casel.org
- **Find Youth Info - Resources and effective programs to help youth-serving organizations and community partnerships** www.findyouthinfo.gov
- **Edutopia- What works in public education, George Lucas Foundation** www.edutopia.org
- **What Works (Character Education), US Dept of Education's Institute for Education Sciences** www.ties.ed.gov/nceewwc/
- **Centre for Social and Emotional Education** www.csee.net
- **Developmental Studies Center (Caring School Communities Project)** www.devstu.org
- **Teach Safe Schools** www.teachsafeschools.org
- **Blueprints** www.colorado.edu/cspv/blueprints
- **Educators for Social Responsibility (ESR)** www.esrnational.org/home.htm
- Education.com Online Magazine (see special issues on bullying) www.education.com

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SEL COLLECTION

**PSYCHOEDUCATIONAL RESEARCH
AND TRAINING CENTRE (PRTC)**
FACULTY OF EDUCATION
UBC

PRTC Hours
Monday -   9:00 a.m. to 8:00 p.m.
Tuesday -   9:00 a.m. to 8:00 p.m.
Wednesday - 9:00 a.m. to 8:00 p.m.
Thursday -   9:00 a.m. to 8:00 p.m.
Friday -   9:00 a.m. to 4:00 p.m.
Saturday -   9:00 a.m. to 4:00 p.m.
Sunday -   Closed

Second, serious self-reflection....

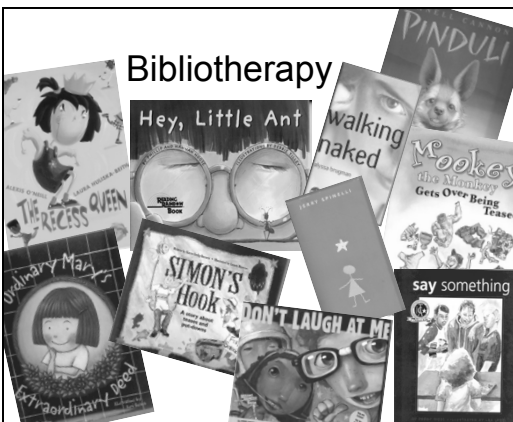Do we model social-emotional competence for our students?

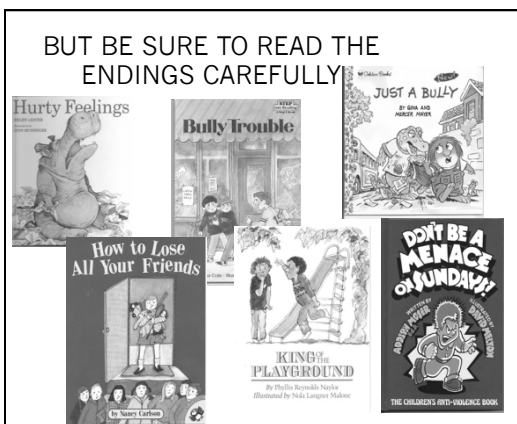Do we condone or ignore bullying, teasing, peer conflict?

How do you currently respond to peer conflict?

Third,
begin the conversation

BIBLIOTHERAPY

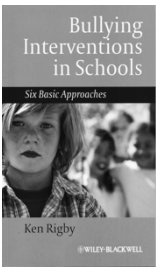TALKING TO KIDS:

BOOKS AS DISCUSSION STARTERS

Bibliotherapy

Books about Teasing

Books about Bullying

A few others...

BUT BE SURE TO READ THE ENDINGS CAREFULLY

Fourth, expand your toolbox

Anti-bullying Resources

Not all children who bully are the same....

Olweus (1993), Salmivalli & Nieminen (2002)
- bullies versus bully-victims

Farmer et al. (2010)
- socially integrated vs socially marginalized bullies
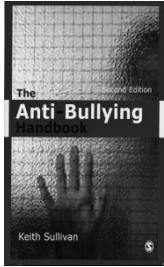
Expanding the Toolkit

Bullying Interventions in
Schools: Six Basic Approaches
(Rigby, 2010)

The Anti-Bullying Handbook,
2nd Edition
(Sullivan, 2011)

Fifth, engage the
students....

daretocare

www.daretocare.ca
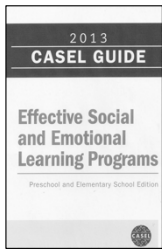
- Take the Time Anti-Bullying Program (grades 5-9)
- Life Skills (Grades 8-12)

Sixth, monitor
effectiveness &
impact

Evidence-Based Practice

❑ **Selecting Interventions that have been proven effective**

Choosing the Best Program

2013
CASEL GUIDE

Effective Social
and Emotional
Learning Programs

Preschool and Elementary School Edition

Public Health
Agency of
Canada (PHAC):

Best Practices
Portal

Evidence-Based Practice

❏ Selecting Interventions that have been proven effective
But ...
proven effectiveness elsewhere is no guarantee of success
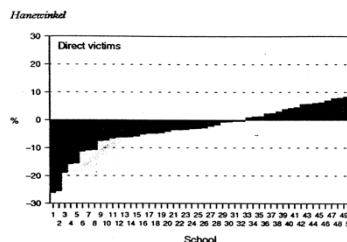
Fig. 5.1 Changes in low-level direct victimisation, for individual schools, from pre-test to post-test.

Evidence-Based Practice

❏ Selecting Interventions that have been proven effective
But ...
proven effectiveness elsewhere is no guarantee of success

And...
don't discourage efforts to develop new approaches

Accountability:

Evaluating whether or not your intervention works

SEL is not just for kids...

The Prosocial Classroom:

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

Jennings & Greenberg, 2009

The Burnout Cascade

Emotional Exhaustion

De-personalization

Lack of Accomplishment

50% leave within first 5 years of
teaching (NEA, 2006)
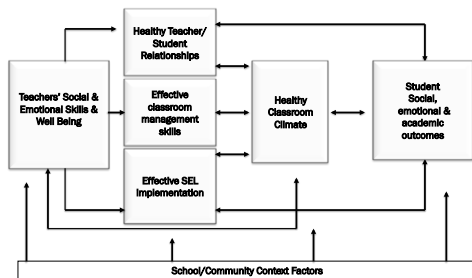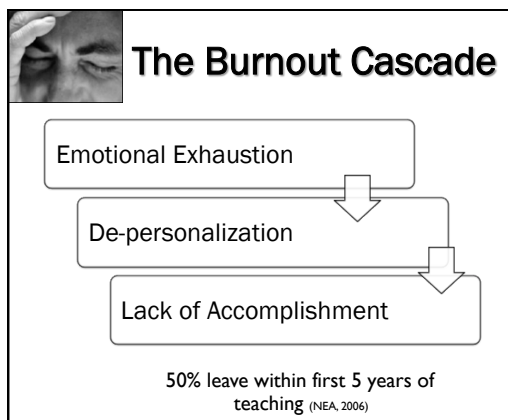
A collection of social and emotional learning (SEL) and mental health resources for educators and other adults who work with children and youth.

www.selresources.com

Presented by the Edith Lando Charitable Foundation & the UBC Faculty of Education

www.selresources.com

SEL Resources

Promoting social and emotional learning has become a major focus in schools and youth-serving organizations, as research continues to document the value and importance of such training for both academic and life success. The Resource Finder provides a variety of resources to help you **learn** about SEL, **apply** teaching methodologies and **assess** your efforts.

Learn
LEARN about the social-emotional learning (SEL) movement, and find out what SEL is and why fostering SEL is critical to both school and life success.

Apply
APPLY effective strategies for promoting social and emotional skills in children and youth through available programs, lesson plans, books and videos, curricula, and activities.

Assess
ASSESS the efficacy of your efforts to promote SEL competencies in children and youth and learn about the importance of "evidence-based practices" in fostering SEL.

Mental Health Resources

By learning about mental health and well-being and supporting children who experience mental health difficulties, adults will be better able to create contexts and classrooms in which children feel safe seeking help when needed and in which biases and stigmas are reduced, enhancing children's feelings of acceptance, belonging and well-being.

Learn
LEARN about mental health literacy and the difficulties that children and youth face and why it is important for adults to promote mental well-being so that all students can get the most out of their educational experiences.

Support
Find out how to SUPPORT children and youth who experience mental health difficulties by providing appropriate accommodations and by creating safe and accepting learning environments that reduce stigma and foster mental well-being so that all students can learn optimally.

Program   Apply

A Canadian program for bully prevention: Dare to Care

Lindsay Starosta | July 13, 2015   ★★★★★

Dare to Care

dare to care

The Dare to Care program, developed in Canada, involves students, teachers and parents in efforts to eliminate bullying, and creates greater tolerance and respect in schools. Three developmentally guided programs are available: "Bullyproofing" for elementary schools (Kindergarten-grade 7), "Take the Time" for middle schools (grades 5-9) and "Life Skills" for high school (grades 10-12). Teaching is delivered concurrently through student workshops, professional development sessions, and parent information sessions. Student workshops take a full day, and include presentations, videos, games, and small and large group activities. The Dare to Care program addresses bullying, violence, and substance abuse, and emphasizes the building of awareness, empathy and social responsibility.

Contribute Resources

We hope to make the SEL Resource Finder a collaborative effort and to this end, encourage you to contribute to the site. If you have a program, project, activity, lesson, curriculum, book, video or other resource that you have created that promotes SEL and/or mental well-being, we encourage you to submit resource suggestions for review. All submitted resources are reviewed before being added to the collection.

Submit a Resource

Lessons from Resiliency Research:
One adult can make a difference

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

Urie
Bronfenbrenner

Contact Information:

Shelley Hymel
Faculty of Education
University of British Columbia
2125 Main Mall
Vancouver, BC, V6T 1Z4

shelley.hymel@ubc.ca