


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

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Faculty of Education  
11 September 2014



### 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.

Education 360 | 14 (2013) 180-189  
doi:10.1007/s10634-013-9394-4

**RESEARCH PAPER**

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

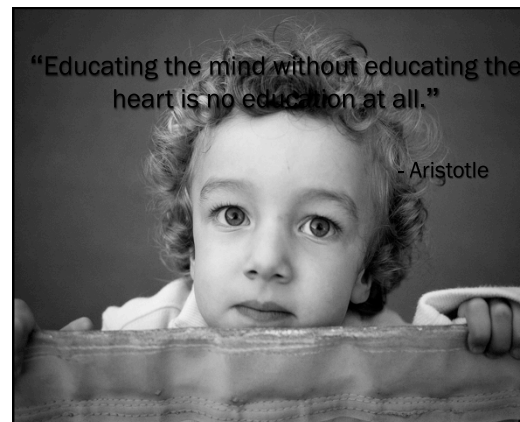
**Craig A. Olsson · Rob McGee · Shekema Nona-Raju · Shyla M. Williams**

Published online: 27 July 2013  
© Springer Science+Business Media B.V. 2013

**Abstract** The purpose of the study was to investigate the relative importance of child and adolescent social and academic predictors to well-being in adulthood (22 years) followed by a series of housing, social engagement, positive coping and personal values. Data were drawn from a 32-year (22-year longitudinal study of the health and development of young men) New Zealand Cohort Study (1977-2009) that included measures of social connectedness (18 social connections (13-16) and high connectivity to academic ability (18) as derived from childhood and adulthood). Adolescent social connectedness was a better predictor of adult well-being than academic achievement (42% vs. 31%). There was evidence of an indirect pathway from adolescent academic achievement to adult well-being through social connectedness (22%). Indicators of well-being in adulthood appear to be better explained by social-connection than the academic competence pathways. Implications for providing longer term well-being during the school years are discussed.



## 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](http://www.unicef.ca)



**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**

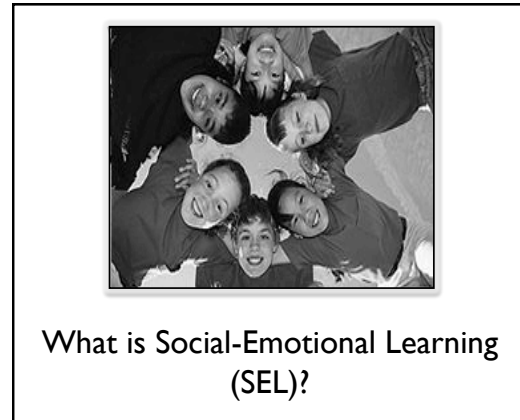
- % in single parent homes
- % in stepfamilies
- % who eat main meal with parents more than once/week
- % who say spend time with parent "just talking"
- % who find other children "kind and helpful"

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**

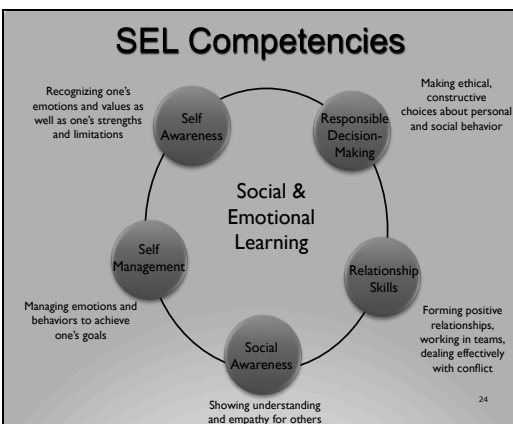
Skill	1970	NOW
Teamwork	10	1
Problem Solving	12	2
Interpersonal Skills	13	3
Oral Communication	4	4
Listening	5	5
Personal/Career Development	6	6
Creative Thinking	7	7
Leadership	8	8
Goal Setting/Motivation	9	9
Writing	1	10
Organizational Effectiveness	11	11
Computation	2	12
Reading	3	13

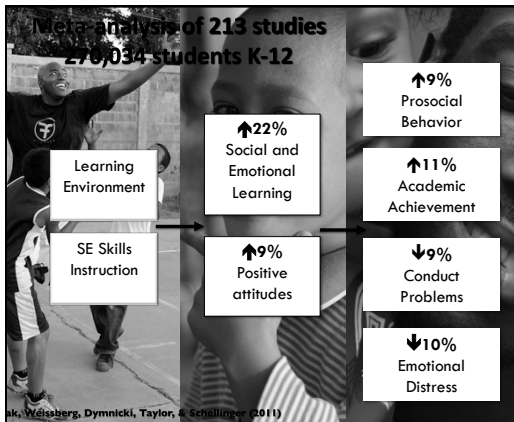
**What Now?**



*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)





### 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 811,500 children across Canada

- 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

**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.



Dr. Stan Kutcher

Dean's Distinguished Lecture Series:

Mental Health Literacy  
in Middle and Secondary Schools

Foundation for Mental Health  
Promotion, Prevention and Care

When: 6:30 pm, Sept. 30, 2014  
Where: UBC Robson Square  
Cost \$10

**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.

## 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

## Peaceful Schools Project, Topeka, Kansas

[backoffbully.com](http://backoffbully.com)

Twemlow, Fonagy, Sacco, Gies, Evans & Ewbank  
(2001, *American Journal Psychiatry*)

Peaceful schools program leads to decreased discipline referrals and increased academic achievement

Fonagy, Twemlow, Vernberg, Sacco & Little  
(2005, *Medical Science Monitor*, vol. 11)

Creating a peaceful school learning environment: The impact of an anti-bullying program on educational attainment in elementary school.

## Impact of School-Based SEL

- ❖ Meta-analysis
- ❖ 213 school-based SEL programs
- ❖ 270,034 kindergarten through high school students
- ❖ SEL programs yielded significant positive effects on:
  - ✓ Social-emotional competencies and attitudes about self, others, and school
  - ✓ Increased prosocial behaviors and reduced conduct and internalizing problems
  - ✓ Improved academic performance on achievement tests and grades

CHILD DEVELOPMENT

Child Development Journal 82(1) March 2011, Volume 82, Number 1, Page 41-62

The Impact of Enhancing Students' Social and Emotional Learning:  
A Meta-Analysis of School-Based Universal Interventions

Joseph A. Durlak Iowa University of Chicago	Roger P. Weisberg Columbia University, and University of North Carolina
William S. Dymnicki and Bekira D. Taylor University of Illinois at Chicago	Kristina R. Schellinger Iowa University of Chicago

The article presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Consistent across all published literature, universal SEL programs had an overall positive effect on students' social, emotional, and academic performance. For children in kindergarten through grade 5, SEL programs had a positive effect on social-emotional skills, prosocial behaviors, and reduced conduct and internalizing problems. For children in grades 6 through 12, SEL programs had a positive effect on social-emotional skills, prosocial behaviors, and reduced conduct and internalizing problems. The findings also indicate that SEL programs had a positive effect on academic performance, with the largest effects on achievement tests and grades.

**Source:** Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-analysis of School-based Universal Interventions. *Child Development*

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](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm)

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



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).

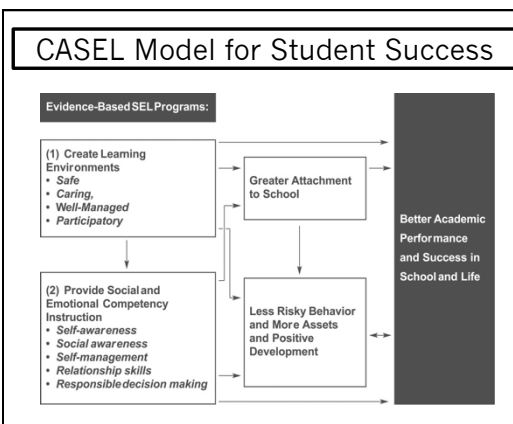
"The hidden curriculum is the pervasive moral atmosphere that characterizes schools. This atmosphere includes school and classroom rules, attitudes toward academics and extracurricular activities, the moral orientation of teachers and school administrators, and text materials." (Santrock, 1993, p. 452)



The good news:  
Social-Emotional Skills are Malleable



How Can We Nurture SEL?



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

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**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

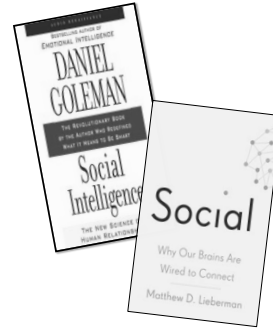
Promoting  
Positive  
Relationships



## The Priority of Human Relationships

"Belonging is a basic human need"

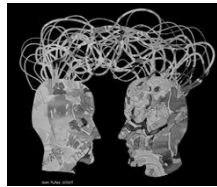
-Baumeister & Leary (1995)



Human beings are "wired" for social relationships

## Mirror Neurons

- "A mirror neuron is a neuron that fires both when an animal acts and when the animal observes the same action performed by another. Thus the neuron "mirrors" the behavior of the other, as though the observer were itself acting."



Wikipedia

## The Neurophysiology of Social Pain

Criticism may not be agreeable but it is necessary. It fulfills the same function as pain in the human body. It calls attention to an unhealthy state of things.

Sir Winston Churchill  
1874-1965

## Wired for Conformity

(From Asch, 1956 to Klucharev et al., 2009)



## 2014 ENCOMPASS Conference "Educating the Social Brain"



Keynote:  
"Making Social a Superpower in the Classroom"  
Dr. Matthew Lieberman, UCLA  
<http://vimeo.com/76357496>

Afternoon Breakout Sessions:


<b>Restorative Practices</b> Brenda Morrison	<b>Cooperative Learning</b> Mike Gallford	<b>Emotion Regulation</b> Angela Low	<b>Teacher Wellness</b> Geoff Soloway	<b>Modelling SEL</b> Amori Mikami
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Michael J Fox Theatre, Burnaby, BC  
October 24th, 2014 from 8:00am- 1:30pm  
(Cost \$80 for students)

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.'"




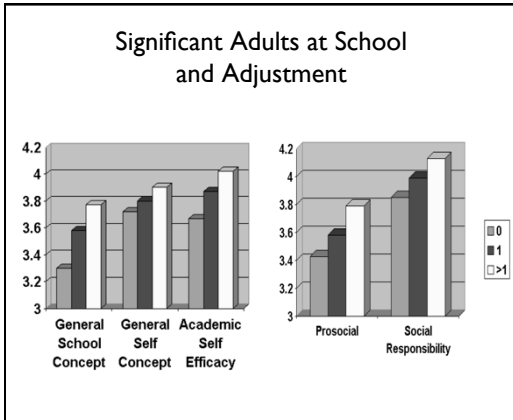
John Bowlby  
(1973, p.25)

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

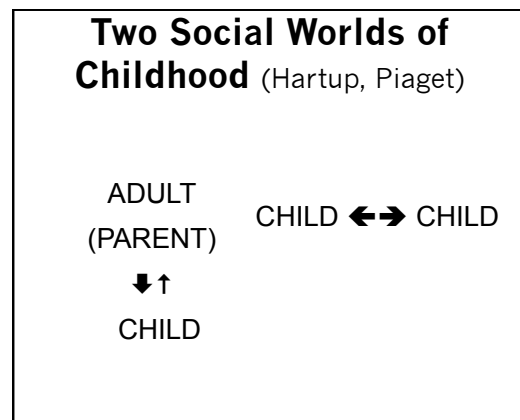
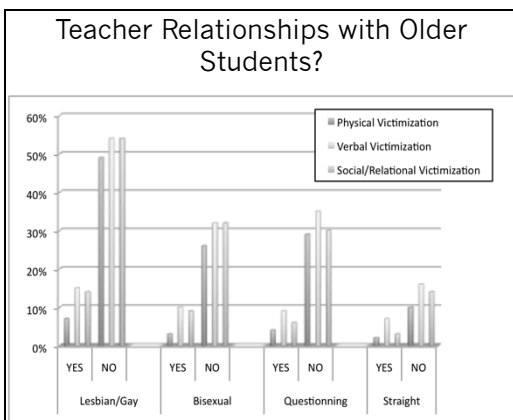
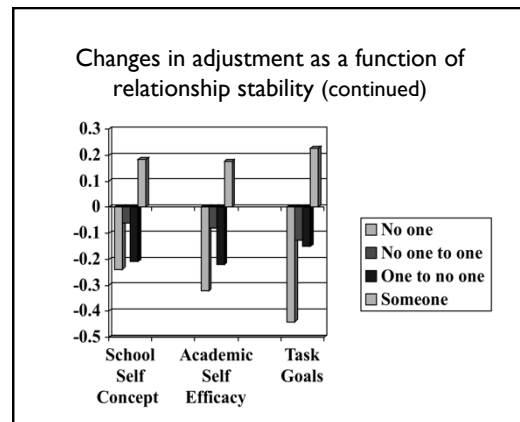
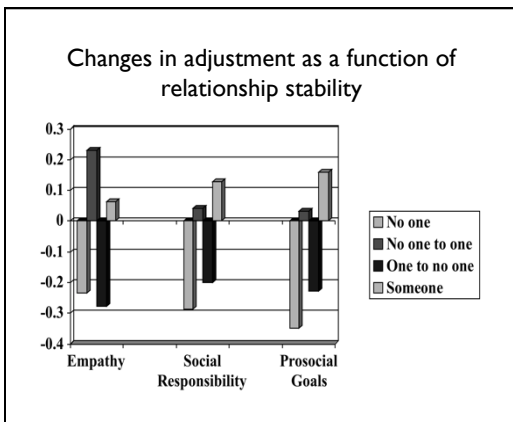




### Change from One Year to The Next

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



## The Importance of Peer Relationships



## Impact of Peer Relations on School Performance

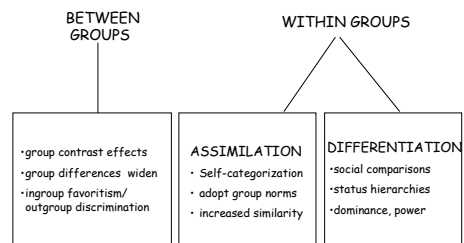
- Predicting early school adjustment (Ladd, 1990):
  - ✓ Children who begin kindergarten with a number of classroom friends during school entrance develop more favorable school perceptions by the second month.
  - ✓ Making new friends in school is associated with gains in school performance.
- Students 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)



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 nonconformers 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"



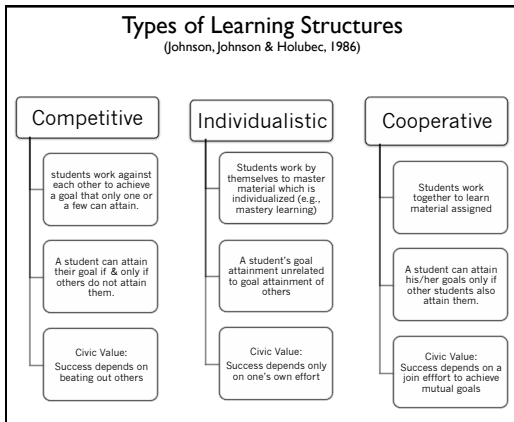
## The Evolution of Caring and Nonaggressive Societies (Staub, 1988)

GOAL:

PROSOCIAL VALUE ORIENTATION

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

## Cooperative Learning



- ### 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:	Restorative Action:
Focus is on punishment	Focus is on accountability, healing, reparation
Harm is defined in terms of broken rules and who is guilty	Harm is defined in terms of people hurt and relationships damaged
Justice = proving who is right and who is wrong and is achieved when those found guilty are punished	Justice = understanding, dialogue and reparation, achieved when people take responsibility for their actions, relationships are healed and harm repaired
Action directed by authorities to person who caused harm	Action is determined by all parties together
Response by authority who determines blame and administers punishment to the person who caused harm	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](http://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

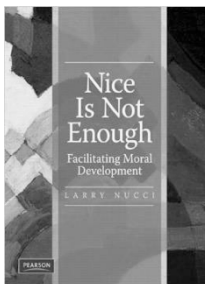
### HOW DO ADULTS FACILITATE MORAL GROWTH?

#### 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



Larry Nucci  
(2008)

## Social Problem Solving

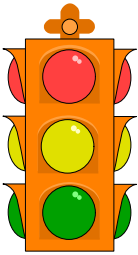
<b>Social Problem Solving Programs</b>		
Promoting Alternative Thinking Strategies (PATHS)	Second Step	I Can Problem Solve (ICPS)
Dr. Carol A. Kusché & Dr. Mark T. Greenberg 	Committee for Children 	Dr. Myrna B. Shure 
Promotes emotional literacy, self-control, social competence, positive peer relations, 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

**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	Uncomfortable Feelings
	
Happy Proud excited	Angry Upset Scared

### FEELINGS VERSUS BEHAVIOURS

*ALL FEELINGS ARE OKAY*

*ALL BEHAVIOURS ARE NOT OKAY*

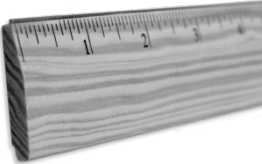
Emotionally Literate Schools

## 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](http://www.therulerapproach.org)

Emotionally Literate Schools

### Mood Meter

How are you feeling?

	High	+5	<div style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border: 1px solid black; grid-template-columns: repeat(10, 1fr); grid-template-rows: repeat(10, 1fr);"></div>									
	+4											
	+3											
	+2											
	+1											
	0											
	-1											
	-2											
	-3											
	-4											
	Low	-5										
		-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
		Unpleasant		FEELING						Pleasant		

## 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?")

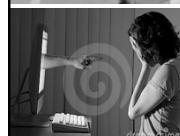
Suggestions for solutions solicited until one is found that all agree to.

## 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**



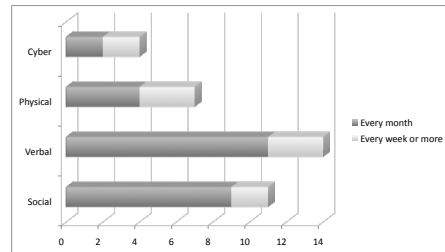
Power comes in many forms...

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

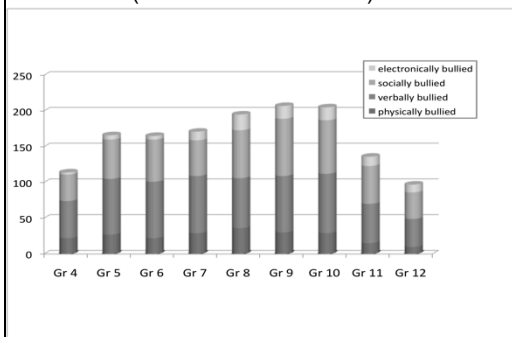
## Forms of Bullying

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

## Victimization across forms of bullying (n=1700 students, grades 4-7, from 14 schools)



## Frequent Victims (once a month or more)



## Domains of Social Development

- Social Participation
- Perspective-taking
- Friendship conceptions
- Empathy
- Prosocial Reasoning
- Brain Development
- Identity Development
- Moral Development

## 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?



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)

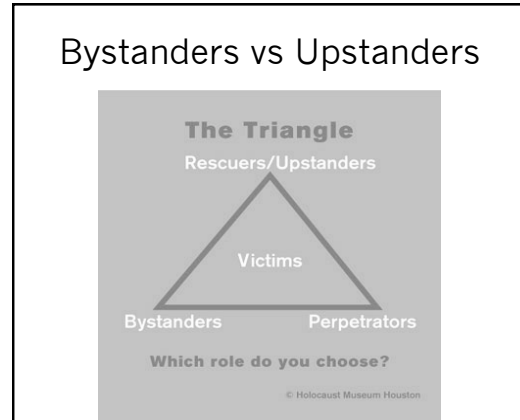
Children who are victimized....

**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](http://casel.org))
- "Adopt a Student" and "Be a Hero" initiatives
- Assertiveness Training (e.g. see [safeteen.ca](http://safeteen.ca))



Children who witness....  
The critical role of the "bystander"



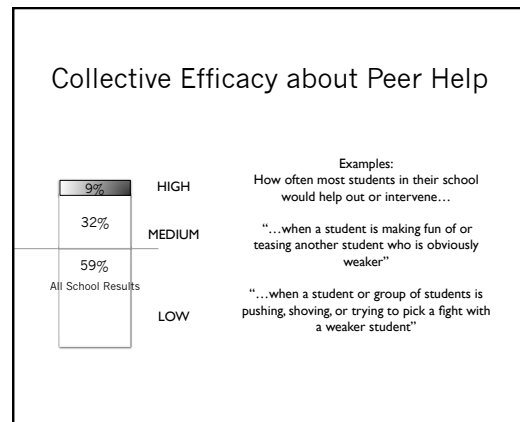
Do bystander responses change with age?  
(Trach, Hymel, Waterhouse & Prevost, 2010)

**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

**PREVNet**

www.prevnet.ca

## SELWebsites

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

## 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 8:30 p.m.**  
**Friday - 9:00 a.m. to 4:00 p.m.**  
**Saturday - 9:00 a.m. to 4:00 p.m.**  
**Sunday - Closed**

## COMING SOON....

UBC's SEL Online Resource

Second, serious self-reflection....



Do we model social-emotional competence for our students?

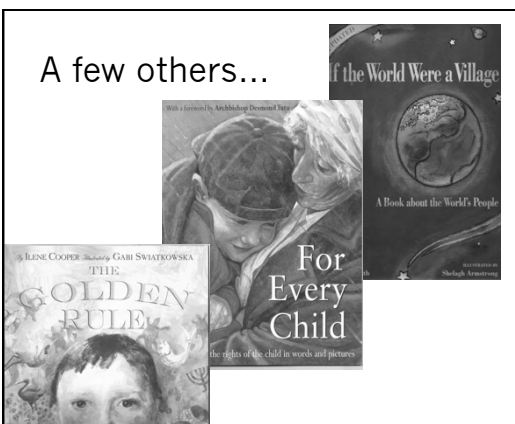
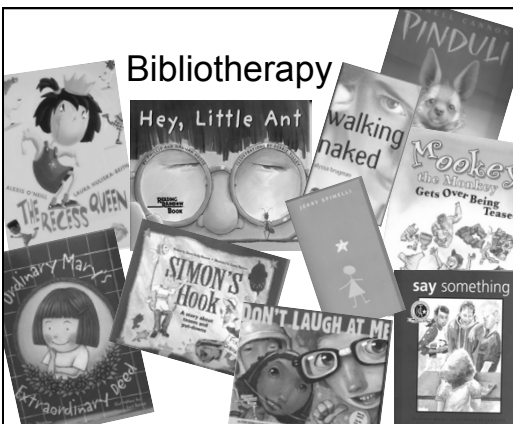
Do we condone or ignore bullying, teasing, peer conflict?

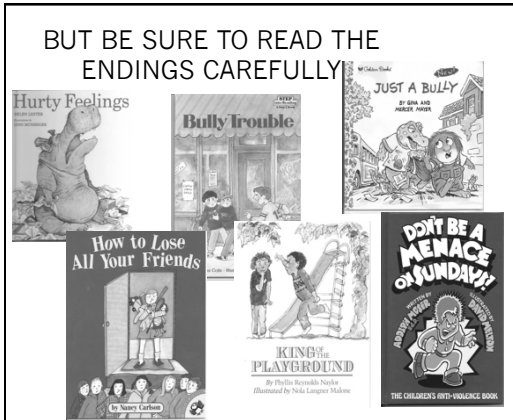
How do you currently respond to peer conflict?

Third,  
begin the conversation

**BIBLIOTHERAPY**

TALKING TO KIDS:  
BOOKS AS DISCUSSION STARTERS



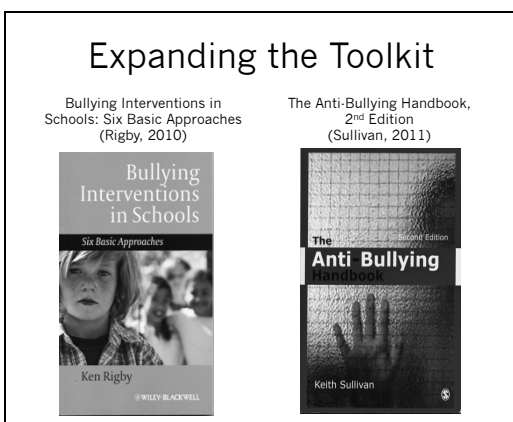


Fourth, expand your toolbox



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



Fifth, engage the students....





www.daretocare.ca

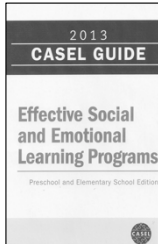
- Take the Time Anti-Bullying Program (grades 5-9)
- Life Skills (Grades 8-12)

Sixth, monitor effectiveness & impact

**Evidence-Based Practice**

Selecting Interventions that have been proven effective

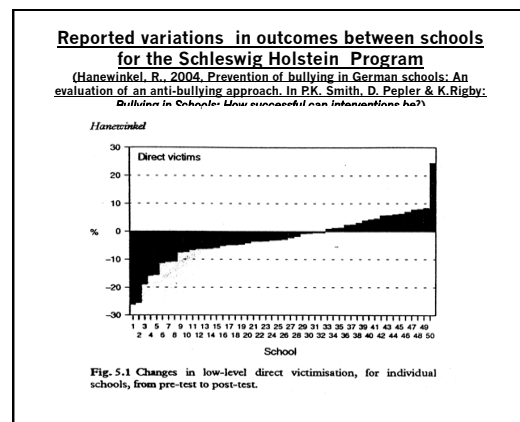
**Choosing the Best Program**



Public Health Agency of Canada (PHAC):  
Best Practices Portal

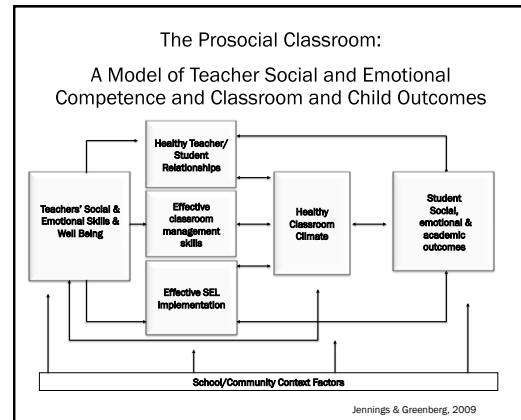
**Evidence-Based Practice**

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

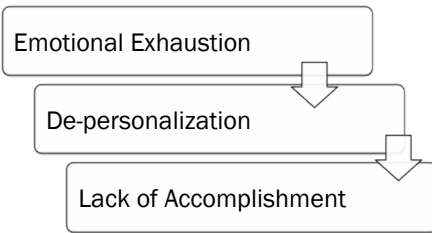


## Evidence-Based Practice

- ❑ 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



## The Burnout Cascade



50% leave within first 5 years of teaching (NEA, 2006)

## 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."*

Bronfenbrenner                      Urie

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