Social and emotional learning skills in the school context: a tertiary review of relevant interventions.

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Social emotional learning (SEL)

Soicoal and emotional learning

« Process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions»
CASEL, 2015, p. 5.

Collaborative for Academic Social and Emotional Learning. (2015). *CASEL guide: Effective Social and emotional learning programs*

Compétences socio-émotionnelles (CSE)

CASEL 2020

CSE
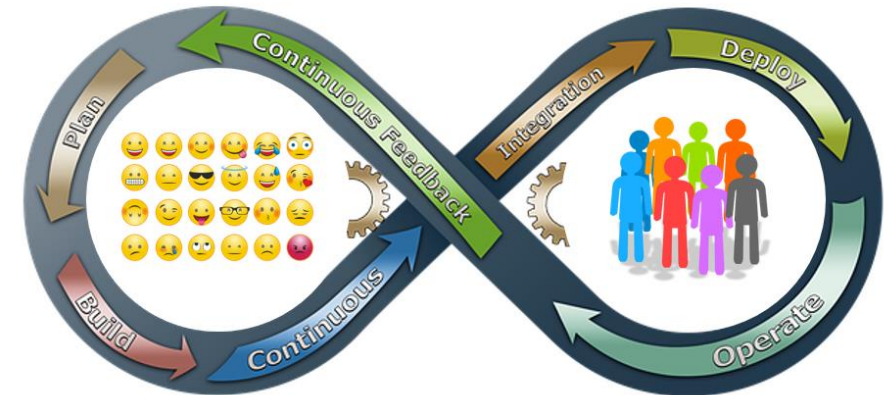
Compétences socio-émotionnelles (CSE)

CASEL 2020

Self-awareness

CSE
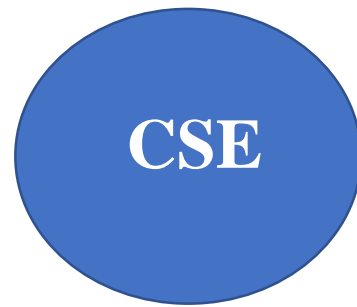
Know and understand your emotions, strengths and weaknesses and their influence.

Compétences socio-émotionnelles (CSE)
CASEL 2020

Self-management

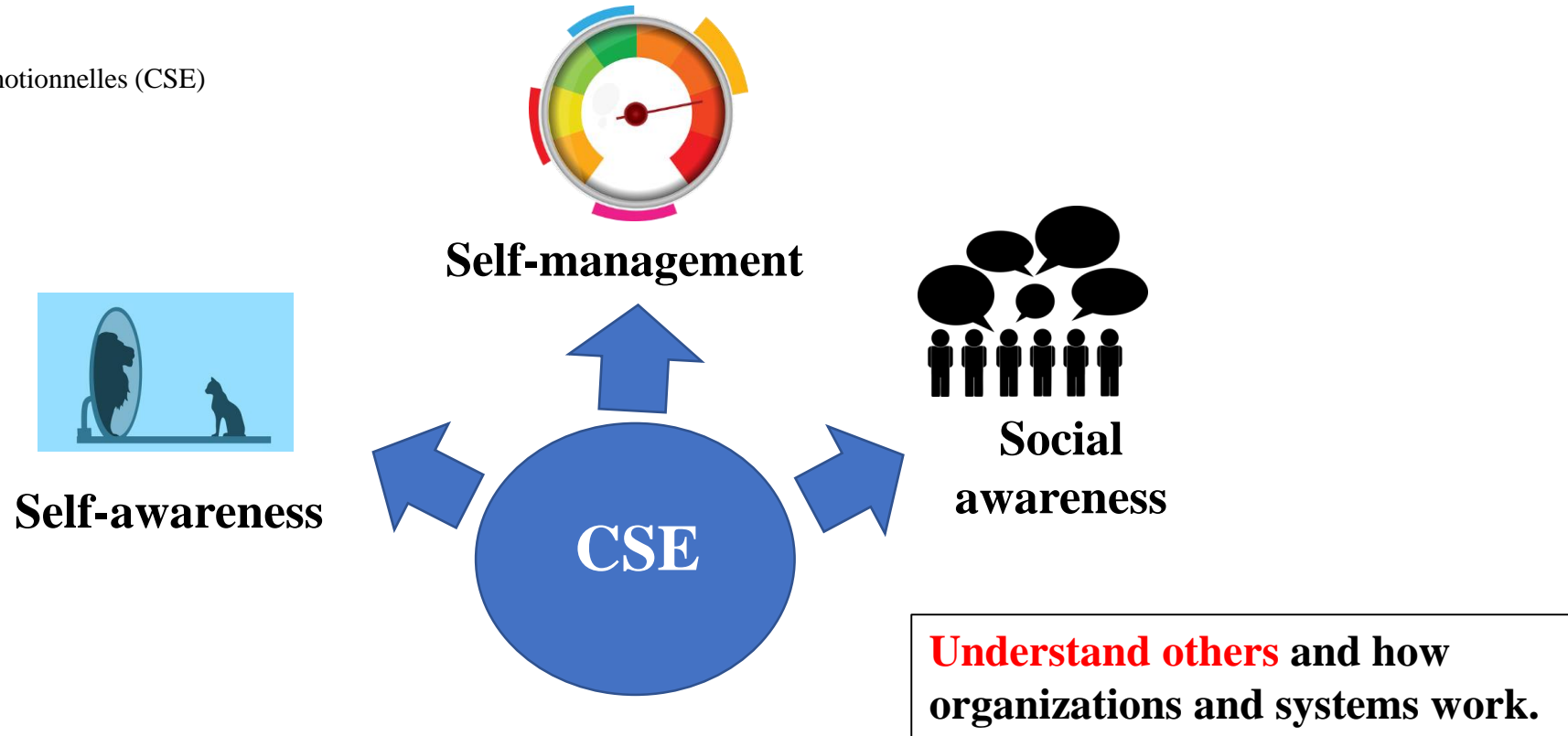**Manage emotions and behaviors**
effectively

Self-awareness

CSE

Compétences socio-émotionnelles (CSE)

CASEL 2020

Self-management

Self-awareness

CSE

Social awareness

Understand others and how organizations and systems work.

Compétences socio-émotionnelles (CSE)

CASEL 2020

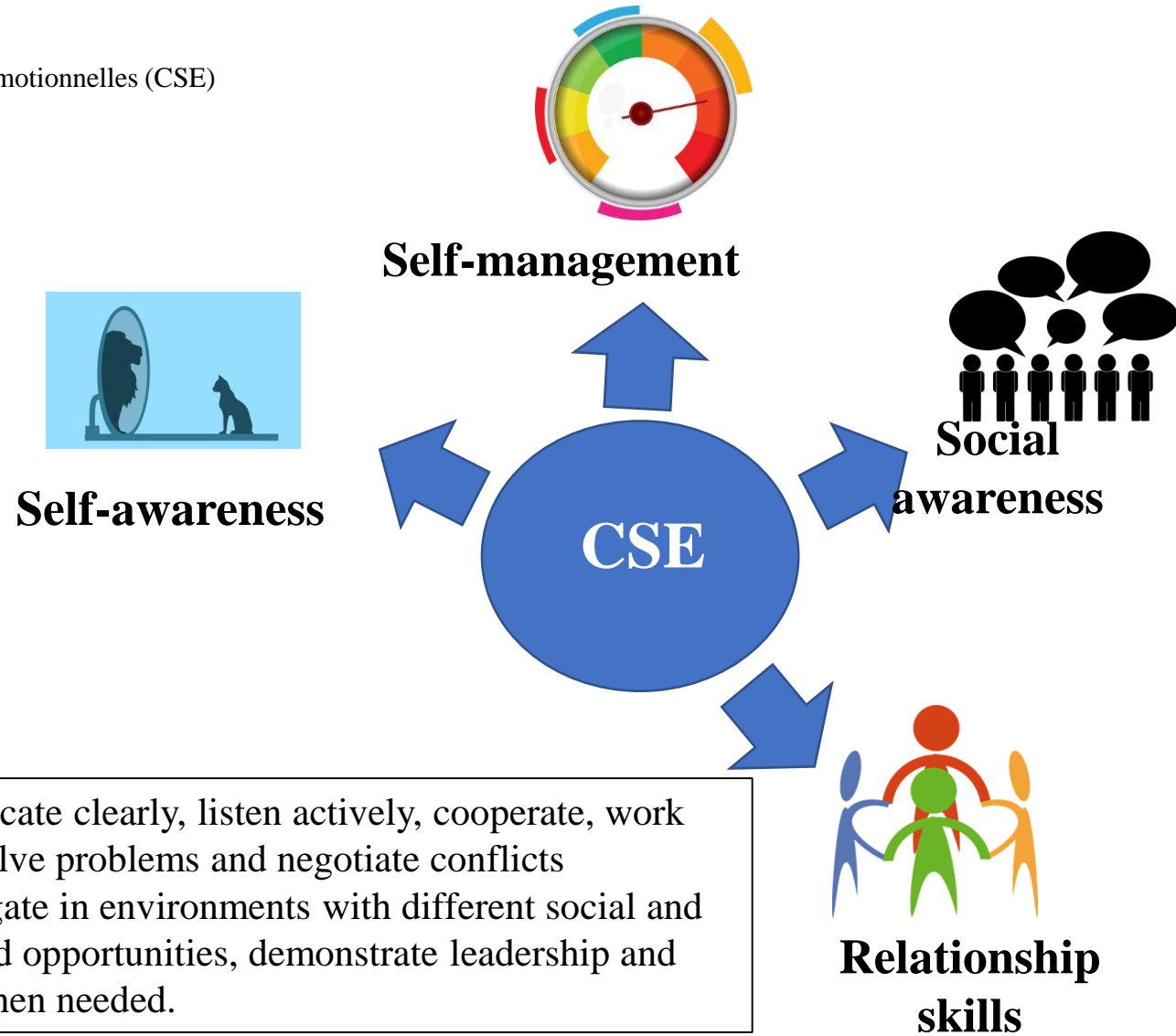
Self-management

Social awareness

**Self-awareness**

CSE

Relationship skills

Examples: communicate clearly, listen actively, cooperate, work collaboratively to solve problems and negotiate conflicts constructively, navigate in environments with different social and cultural demands and opportunities, demonstrate leadership and seek or offer help when needed.

Compétences socio-émotionnelles (CSE)

CASEL 2020

Self-management

Social awareness

Self-awareness

CSE

Responsible decision making

Relationship skills
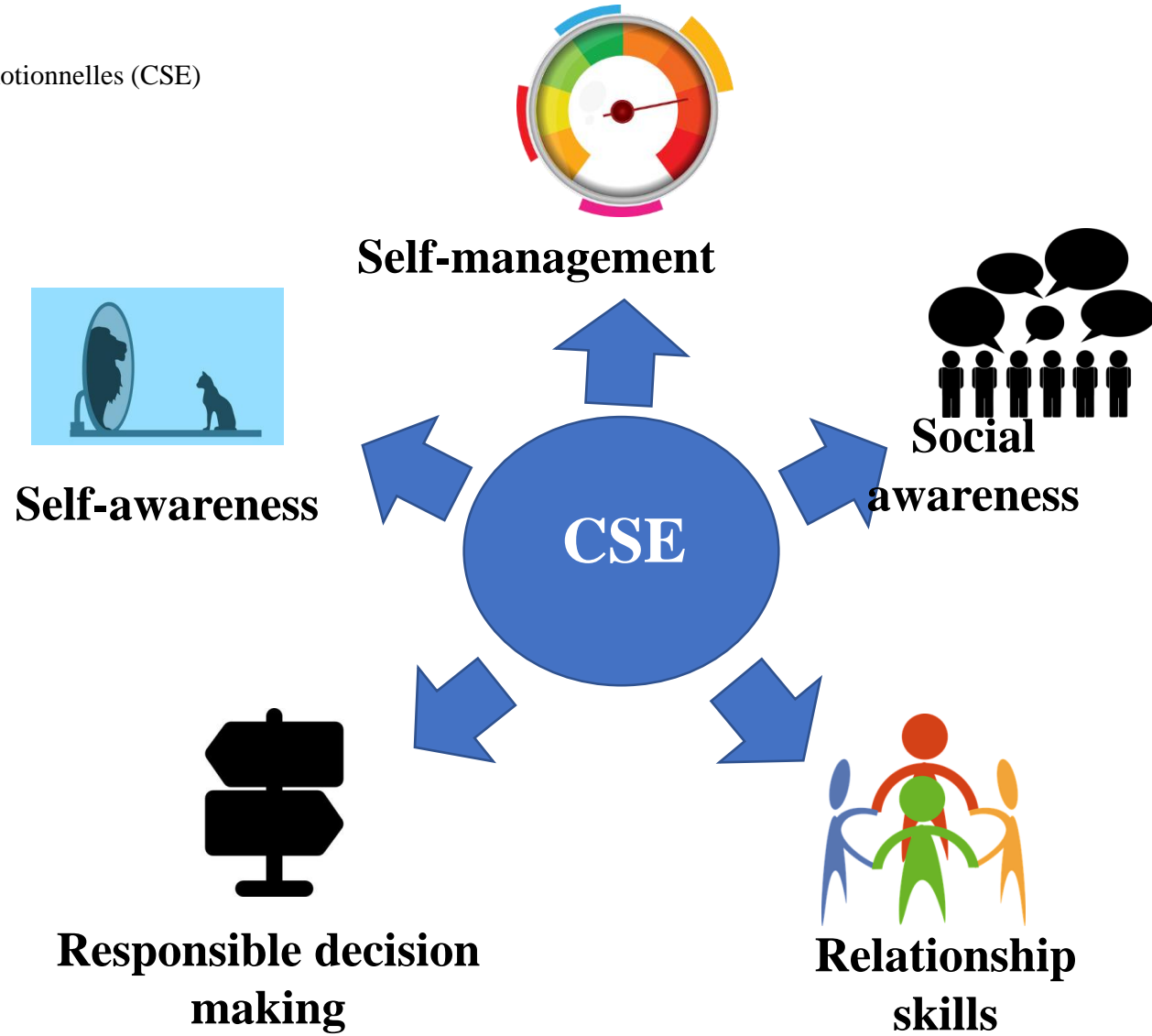
Take ethic and constructive decisions

Intrest of SEL

Essential to the student's psychological development

Richard, Gay, Gentaz 2021

Positive effects on socio-emotional skills.

Durlak et al 2011

Postivie effects on reading and mathematics skills
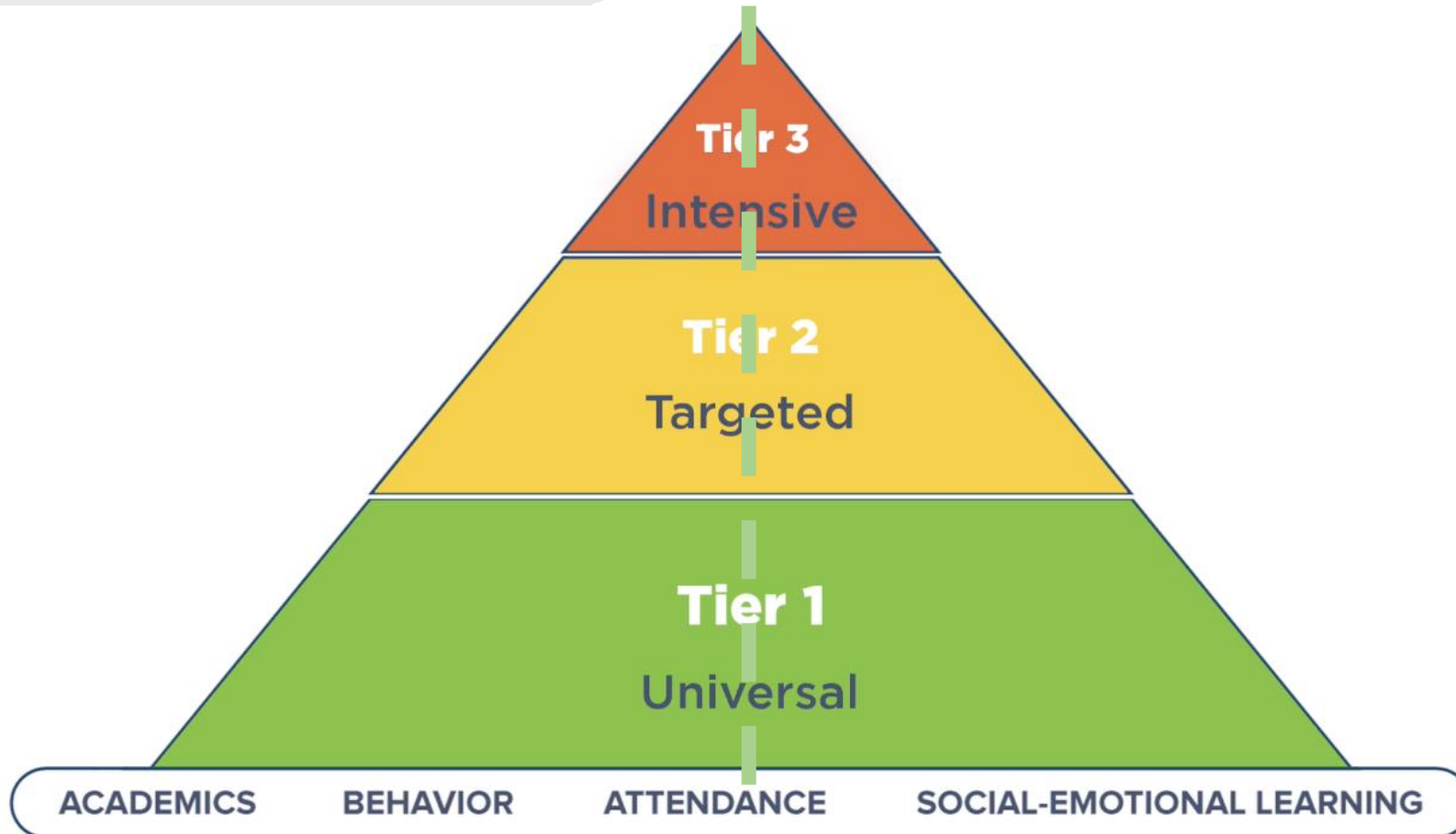
Corcoran et al 2018

1 dollar invested = profit of 11 dollars 30 years later
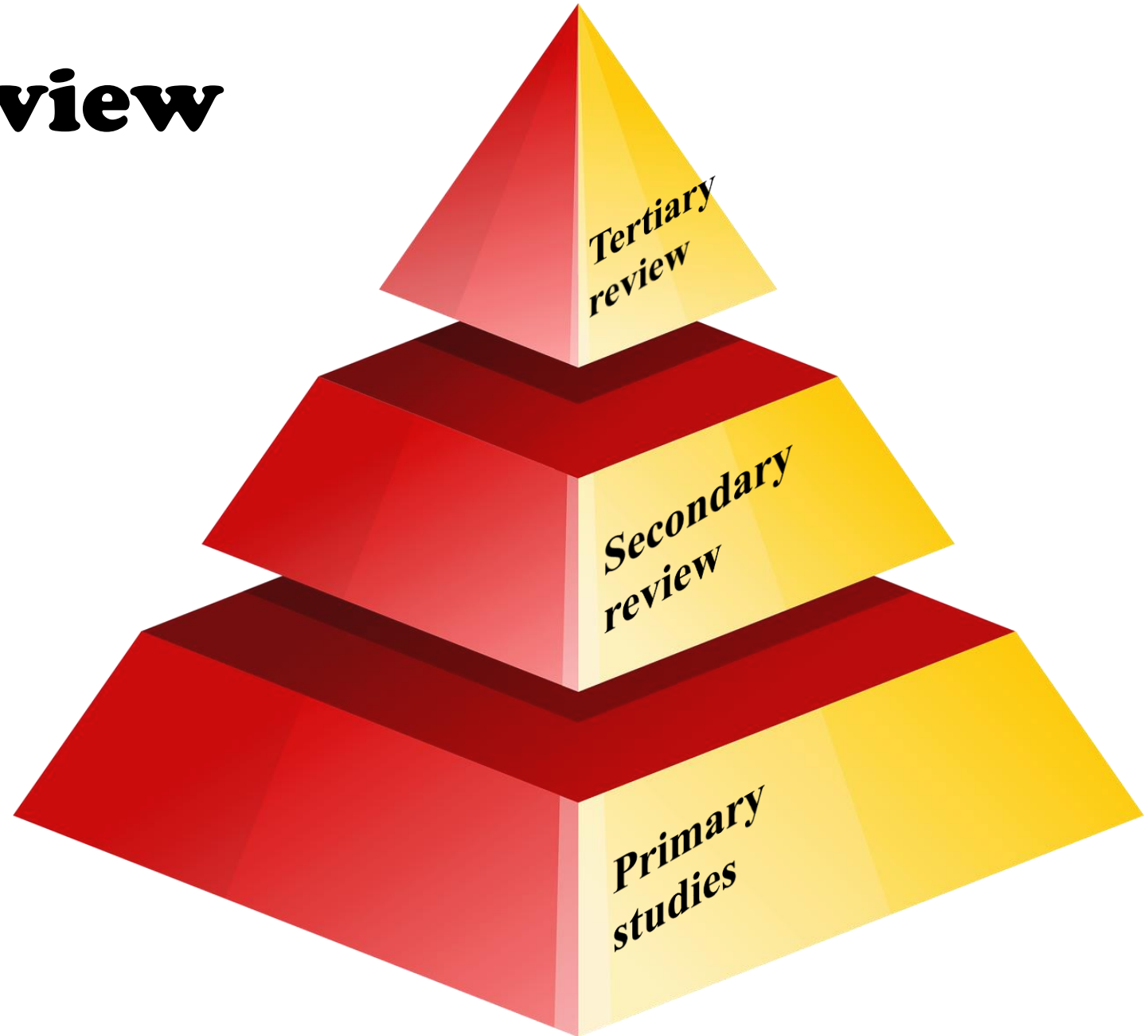
Algan et al 2022

Respons-to-intervention

Multi-Tired System of Support

Methodology

Tertiary review

Tertiary review

Secondary review

Primary studies

Eligibility criteria

Study design	Systematic review with or without meta-analysis
Population	3-18 years old
Interventions	Tier 1/2 socio-emotionnal learning interventions
Design of included studies	RCT/QED/ causal alternative designs
Outcomes	Cognitive and non-cognitive outcomes
Date	2008

Other informations

Research strategy	PsychInfo, Scopus, Eric, ASP, EconLit, Medline. Descriptors/terms abour « socioemotional learning »
Results	426 references

Identification

References **(n = 517)**

Duplicate **(n = 92)**

Screening

Title and abstract screening **(n = 425)**

Excluded **(n = 313)**
Not systematic review
Not SEL

Full-text screening **(n = 112)**

Excluded **(n = 90)**
Not review (n = 17)
Not SEL (n = 3)
NOT OCDE countries (n = 5)
Specialized education (n = 2)
College students (n = 9)
Not all dimensions of SEL (n = 2)
Not Systematic review (n = 52)

Included

Systematic review included **(n = 22)**

Results

Tiers in the reviews

> 133 different interventions
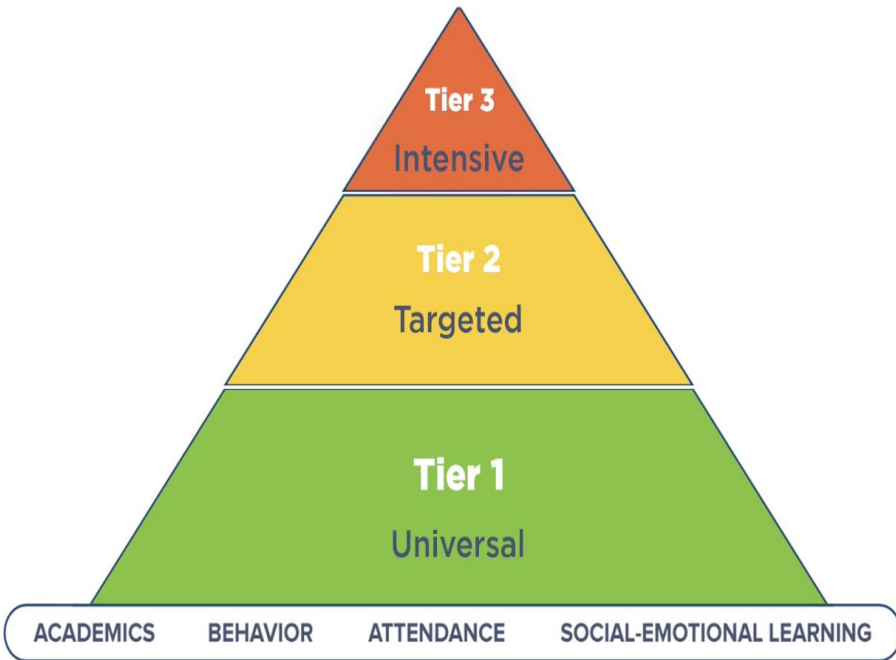
	N = 22
Tier2	1
Tier1 + Tier2	4
Tier1	17

Tier 3 — Intensive
Tier 2 — Targeted
Tier 1 — Universal

ACADEMICS   BEHAVIOR   ATTENDANCE   SOCIAL-EMOTIONAL LEARNING

47 Tier1 10 Tier2	N = 22	
	2 to 6 years old **N=9**	**2 to 18 years old** **N=13**
Tier2	1	0
Tier1 & 2	2	2
Tier2	6	11

Discussion

- The field is teeming: there are so many publications on the subject that there is a plethora of systematic reviews, and even tertiary reviews (6 listed)
  - Reviews focusing on levels 1 or 2
  - Reviews focusing on preschool education
  - Reviews focusing on the main components of interventions
  - Reviews focusing on interventions in multicultural or disadvantaged environments
  - Reviews focusing on specific interventions
    - I Can Problem Solve
    - Tool of the Mind
    - PATHS
    - Second-step

Mc Leod (2016) identifies common practices in quality interventions: 49 articles, 475 practices > 24 core elements > 14 essentials

- Propose some choices
- Learn to regulate emotions
- Constructive and corrective feedbacks
- Modelling
- Provide opportunities for active, observable and specific student responses
- Ignore certain behaviors
- Praise
- "If-then": relate behaviors to consequences
- Problem-solving strategies
- Teaching behaviors
- Establishing a quality teacher/child relationship
- Using a method adapted to the child's cognitive and language level
- Teach pro-social behaviours

- Stefan (2022) : effects of 4 interventions
  - I Can Problem Solve Program (ICPS) (curriculum)
  - PATHS (curriculum)
  - Second Step (curriculum)
  - Tool of the Mind (approche intégrée)

  - Teacher training : behavioural strategies to improve teachers-students interactions (PATHS, Second Step)
  - Parents: inform parents(Second Step)
  - Effects :
    - SEL :
      - g=0,07 to 3,43 for ICPS, PATHS, Second Step
      - g = 0,26 for Tools of the Mind (self regulation)
    - Behavioural problems: g=0,05 to 5,23
    - Executive functions: g= 0,05 to 0,64

I Can Problem Solve (ICPS)

- Aim: to teach children how to solve problems and prevent problem situations (inter-personal cognitive problem-solving skills).

- Lessons focus on producing a variety of solutions to interpersonal problems, thinking about the consequences of each solution, identifying thoughts, feelings and motivations.

- The child (not the teacher) have to solve the problem

- Includes formal lessons and suggestions for integrating practice into daily classroom activities

Second-Step

- Violence prevention curriculum to help children learn prosocial skills and reduce aggressive or impulsive behavior

- Program developed around three themes
  - Empathy
  - Managing emotions
  - Resolution

- Includes tools and manuals (kit: posters, puppets, CDs, home activities)

Promoting Alternative Thinking Strategies (PATHS)

- Aim: develop SEL skills

- Program developed with 4 domains
  - Friendship (prosocial)
  - Emotions
  - Self-control
  - Problem resolution
- Curriculum of 33 lessons
- Modelling : stories, discussions, photographies, role play
- Supplementary activities

Tools of the Mind

- Basic skills, regulation of social and cognitive behavior, attention, memory, symbolic representation, basic math skills and literacy.

- Teachers help children develop psychological "tools" to improve their own functioning.

- Curriculum includes 40 lessons inspired by a Vygotskian approach based around role-playing activities, the use of self-regulation via "private speech", and teaching how to use external help to improve attention and memory.

- Some reviews list a large number of important characteristics for setting up an intervention: purpose of the program, type of socio-emotional skills, people involved (especially teachers), tools for measuring skills, and via what intermediary they are assessed, intensity of the program, involvement of parents, etc.
- We can be selective from a methodological point of view: RCT with six-month follow-up?

Thanks

Year	Authors
2018	Blewitt, C.; Fuller-Tyszkiewicz, M.; Nolan, A.; Bergmeier, H.; Vicary, D.; Huang, T.; McCabe, P.; McKay, T.; Skouteris, H.
2021	Blewitt, Claire; O'Connor, Amanda; Morris, Heather; May, Tamara; Mousa, Aya; Bergmeier, Heidi; Nolan, Andrea; Jackson, Kylie; Barrett, Helen; Skouteris, Helen
2017	Boncu, Alexandru; Costea, Iuliana; Minulescu, Mihaela
2022	Brown, M.; McGrath, R.E.; Bier, M.C.; Johnson, K.; Berkowitz, M.W.
2018	Corcoran, R.P.; Cheung, A.C.K.; Kim, E.; Xie, C.
2011	Durlak, Joseph A; Weissberg, Roger P; Dymnicki, Allison B; Taylor, Rebecca D; Schellinger, Kriston B
2017	Grant, Sean; Hamilton, Laura S; Wrabel, Stephani L; Gomez, Celia J; Whitaker, Anamarie; Leschitz, Jennifer T; Unlu, Fatih; Chavez-Herrerias, Emilio R; Baker, Garrett; Barrett, Mark; Harris, Mark; Ramos, Alyssa
2019	Lawson, G.M.; McKenzie, M.E.; Becker, K.D.; Selby, L.; Hoover, S.A.
2022	Luo, Li; Reichow, Brian; Snyder, Patricia; Harrington, Jennifer; Polignano, Joy
2019	McCallops, K.; Barnes, T.N.; Jones, I.; Nelson, M.; Fenniman, J.; Berte, I.
2017	McLeod, Bryce D; Sutherland, Kevin S; Martinez, Ruben G; Conroy, Maureen A; Snyder, Patricia A; Southam-Gerow, Michael A
2018	Moy, G.E.; Hazen, A.
2018	Moy, Gregory; Polanin, Joshua R; McPherson, Casey; Phan, Thuy-Vy
2020	Murano, Dana; Sawyer, Jeremy E; Lipnevich, Anastasiya A
2017	Sabey, C.V.; Charlton, C.T.; Pyle, D.; Lignugaris-Kraft, B.; Ross, S.W.
2022	Shi, J.; Cheung, A.C.K.; Ni, A.
2022	Ștefan, C.A.; Dănilă, I.; Cristescu, D.
2017	Taylor, Rebecca D; Oberle, Eva; Durlak, Joseph A; Weissberg, Roger P
2017	White, A.; Moore, D.W.; Fleer, M.; Anderson, A.
2016	Wigelsworth, M; Lendrum, A; Oldfield, J; Scott, A; ten Bokkel, I; Tate, K; Emery, C
2021	Wigelsworth, M.; Mason, C.; Verity, L.; Qualter, P.; Humphrey, N.
2019	Yang, W.; Datu, J.A.D.; Lin, X.; Lau, M.M.; Li, H.