

Promoting social-emotional learning to improve academic achievement, mental health, and overall wellbeing in youth

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Overview of Calgary Women's Emergency Shelter

- More than a shelter
- Seeks to support individuals, families and communities to live free from family violence and abuse
- Prevention Program for adolescents since 1993: the Healthy Relationships Program



Social-Emotional Learning

Self-Awareness:

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social Awareness:

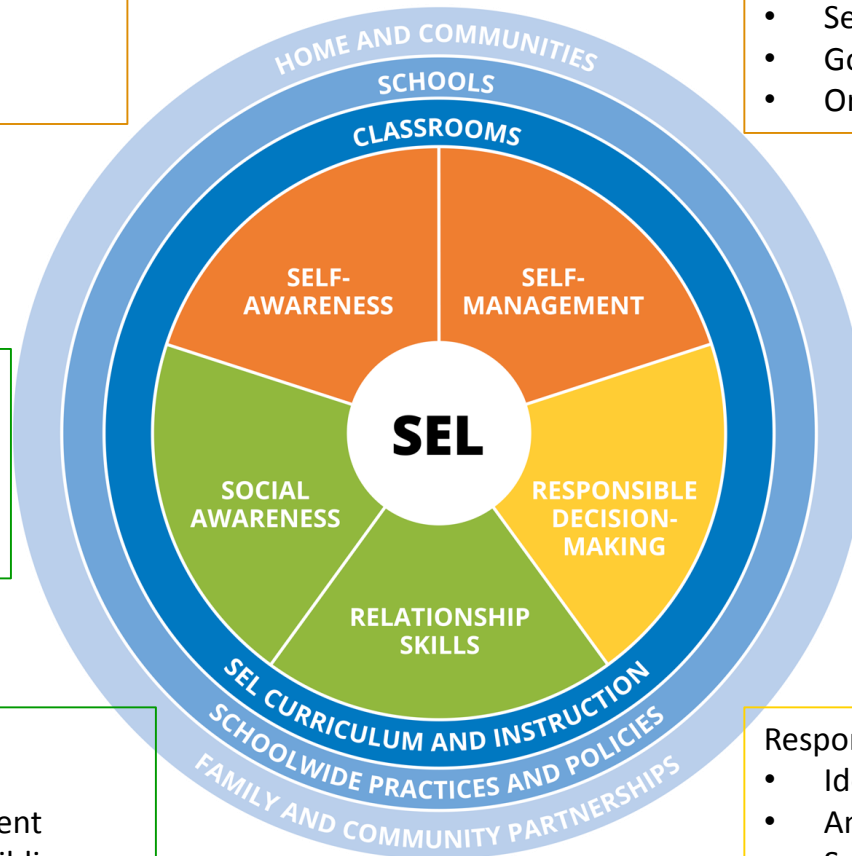
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills:

- Communication
- Social engagement
- Relationship-building
- Teamwork

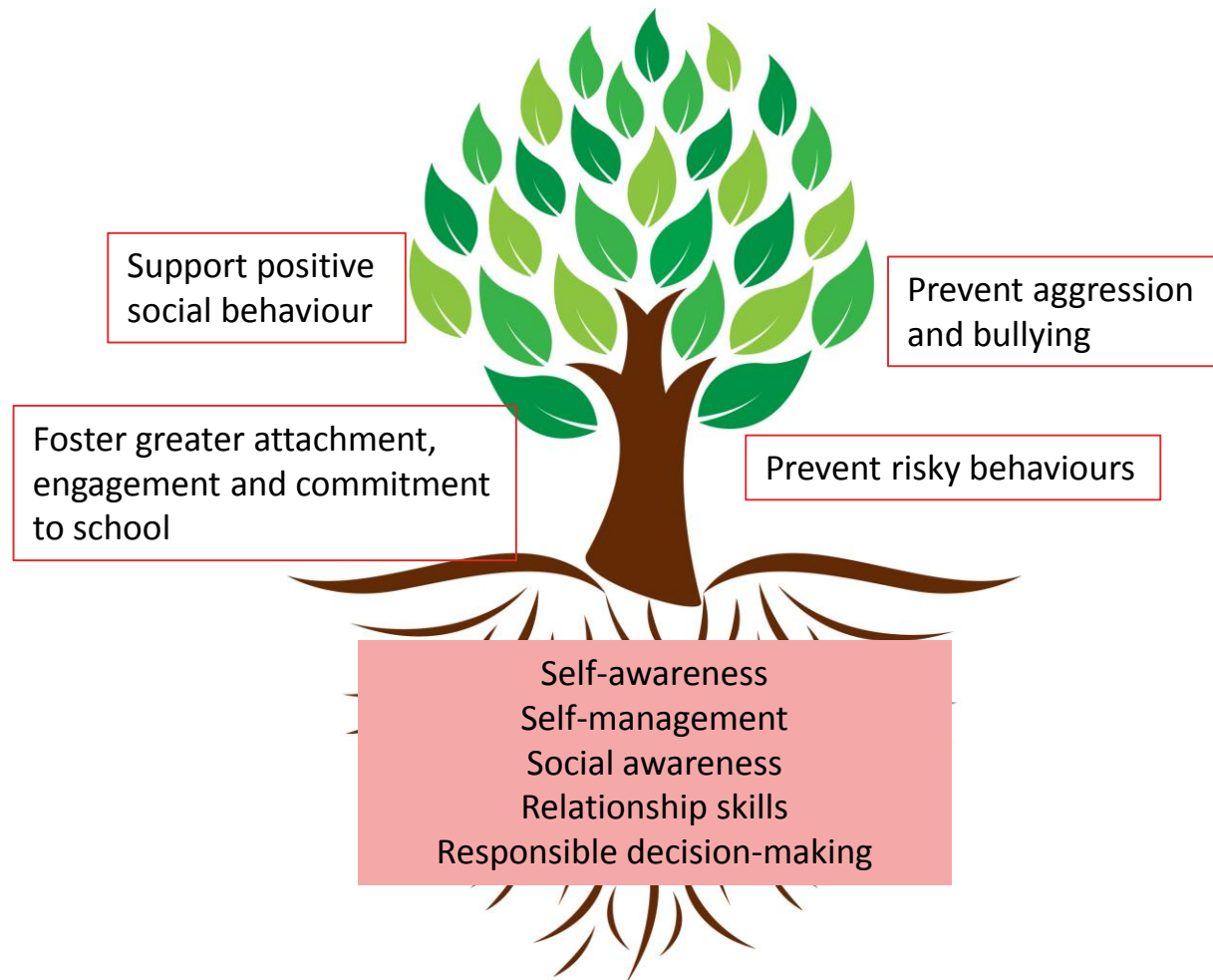
Responsible Decision-Making:

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



The Connection between SEL and Student Outcomes

Student Outcomes:
Academic achievement, ethical citizenship, mental health and overall wellbeing



The Evidence on SEL, Student Outcomes, and School Success

- Prosocial behaviours and self-regulation skills are linked to positive intellectual outcomes and is predictive of performance on standardized achievement tests (Bierman et al., 2008; Zins et al., 2007).
- Social-emotional competencies and self-regulation skills build capacities in students to participate cooperatively in classroom activities, control attention, and sustain task involvement (Bierman et al., 2008).
- Students who can organize their behaviour in a manner consistent with classroom expectations and persist on learning tasks show higher levels of achievement in school (McClelland et al., 2006).

Interventions that foster SEL strengthen cognitive development, school success, and overall wellbeing:

Programs focusing on SEL resulted in improved outcomes related to dropout and nonattendance, both of which are important factors in school success (Zins, J. et al., 2004)

The average participant in SEL programs had better social skills than 76% of regular students (Sklad, 2012).

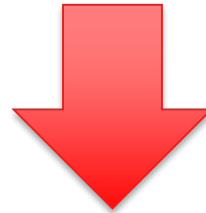
The largest longer-term beneficial effect (7+ months post program completion) was found for academic achievement, followed by substance use (Sklad, 2012).

SEL programs have an immediate effect on positive self-image, prosocial behaviour, academic achievement and anti-social behaviours (Sklad, 2012).

According to the meta-analysis of 213 studies involving more than 270,000 students, those who participate in evidence-based social-emotional learning programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs (Durlak et al., 2011).

Vision for curriculum development:

“Students are lifelong learners inspired to pursue their aspirations and interests; achieve fulfilment and success; and contribute to communities and the world.”



Social-emotional learning is at the heart of this vision

Alignment between SEL and Student Values in the Guiding Framework

SEL and Student Values:

1. Democracy and Citizenship
2. Belonging and Identity
3. Integrity and Respect
4. Perseverance and Excellence
5. Innovation and Stewardship



Alignment between SEL and the Principles and Standards in the Guiding Framework

- SEL helps students to develop and apply competencies within health and physical education, and across all subject areas.
- SEL facilitates informed choice and flexible approaches to learning through modeling, coaching, scaffolding, and skills practice.
- Ample research that focus on facilitating conceptual knowledge and procedural knowledge required for effective, developmentally appropriate SEL.
- SEL focuses on holistic student development, which promotes a whole-school, whole-community, whole-child approach.

Alignment between SEL and Competencies



Partnership with GOA - Ministry of Human Services through Department of Family Violence

- 33 School Divisions
- 250 Schools
- 750 Teachers trained
- Over 56,000 youth impacted so far!!



- An example from community



Essential Learnings for Students

Self-awareness:

The ability to accurately recognize one's emotions and thoughts, as well as one's strengths and limitations.

Social awareness:

The ability to show and understand empathy towards others

Relationship skills:

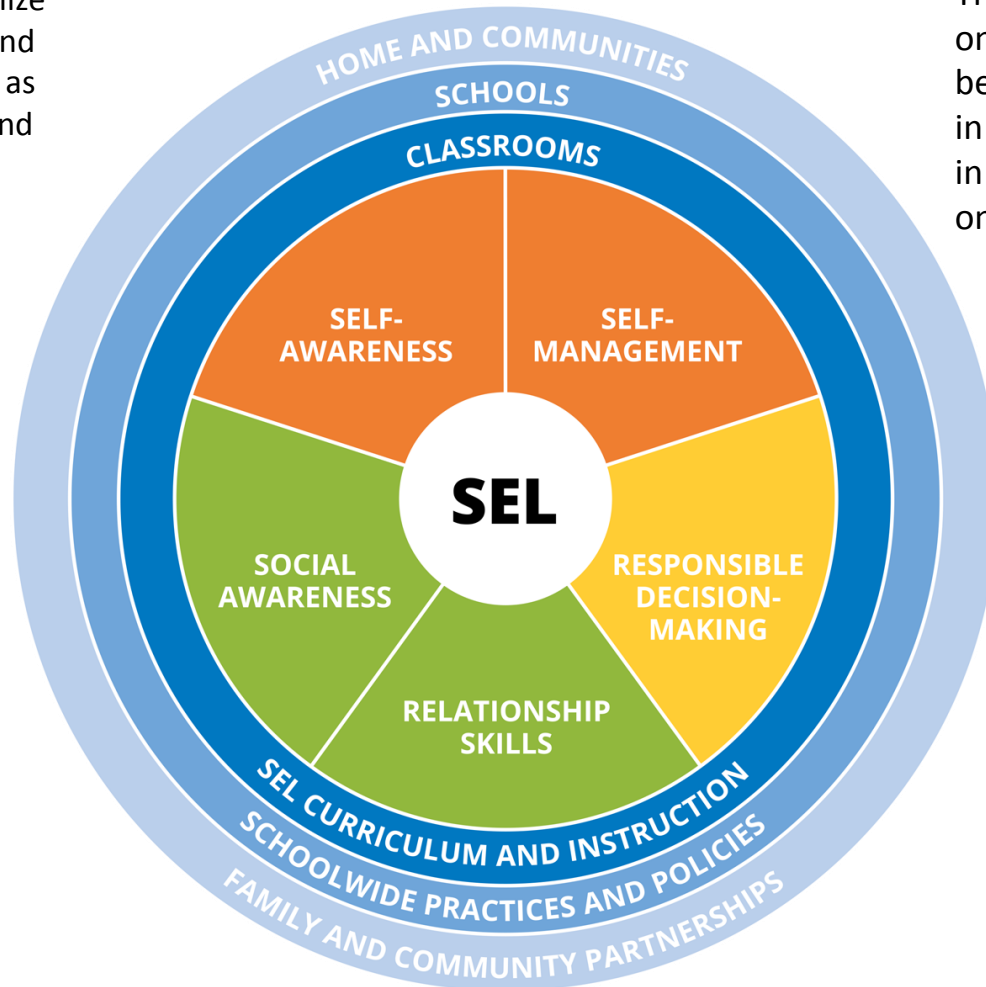
The ability to form and maintain healthy and positive relationships, communicate clearly, work in teams, and deal with conflict.

Self-management:

The ability to regulate one's emotions and behaviors effectively in different situations in order to achieve one's goals.

Responsible decision-making:

The ability to make constructive and ethical choices about personal and social behaviors.



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**SHIFT TO STOP
VIOLENCE
BEFORE IT STARTS**

www.preventdomesticviolence.ca

Initiated by the Brenda Stafford Chair in the Prevention of Domestic Violence



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