



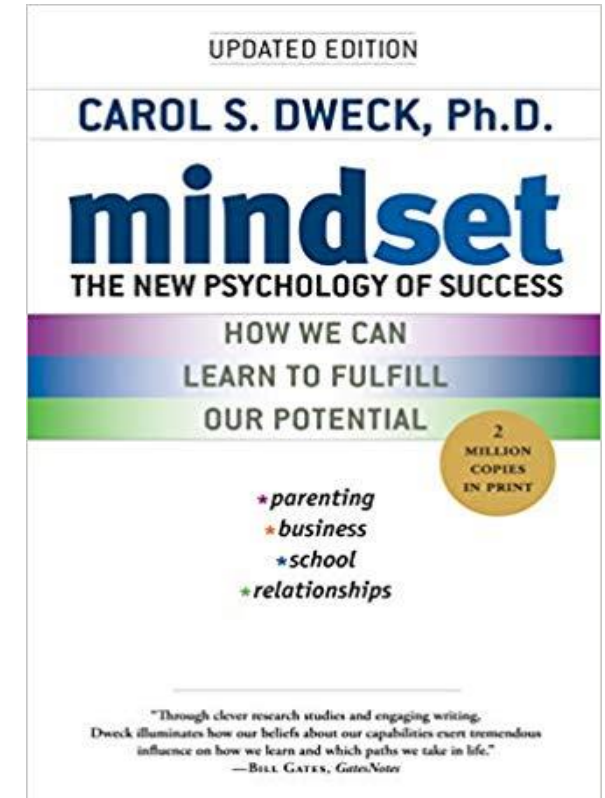
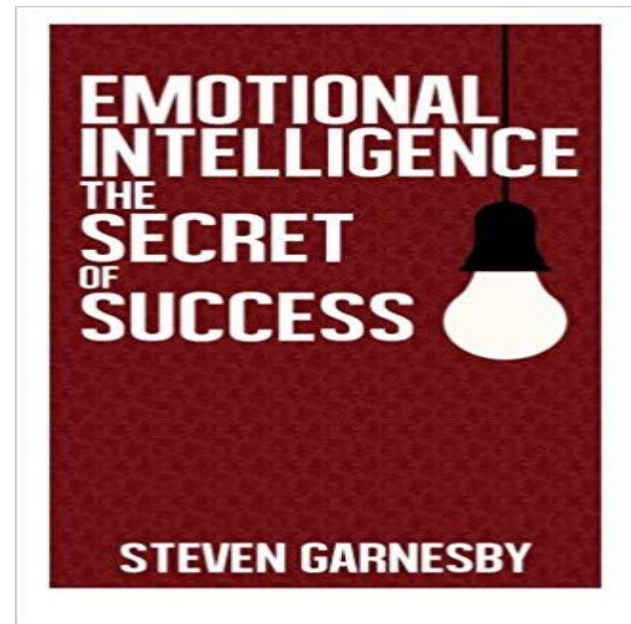
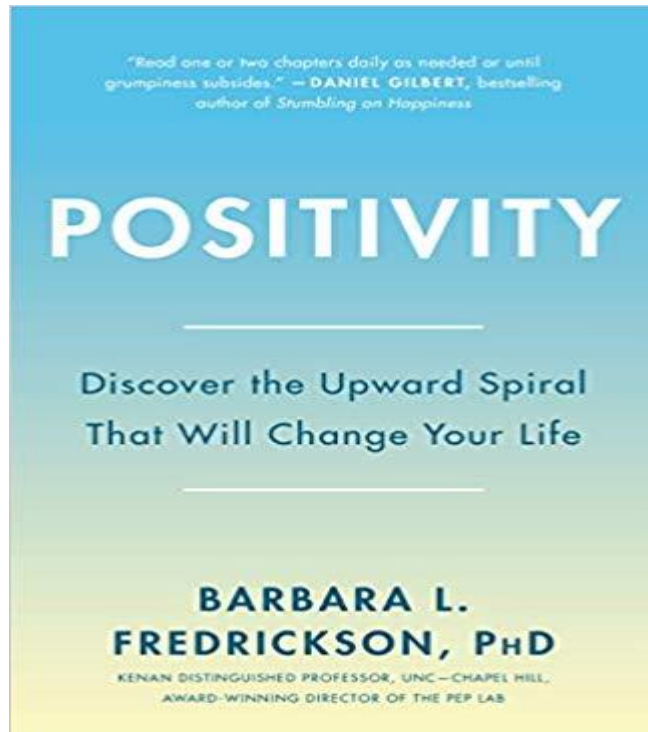
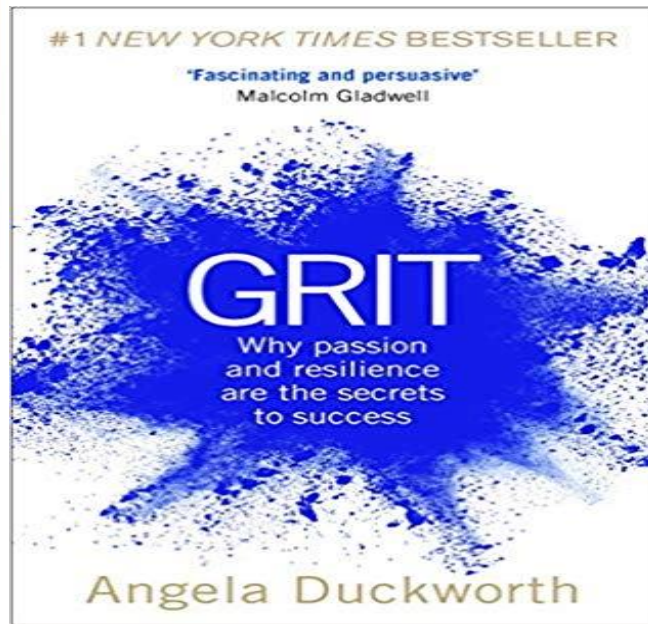
SUMMIT SERIES
DALLAS, TX

How Should We Think about Socio- Emotional Learning?

10 Tentative Recommendations

Breaking Down Our Preconceptions

Why Everything that You Know
about Socio-Emotional
Competencies May be Wrong



What Have We Found About All These “Secret to Success Claims”?

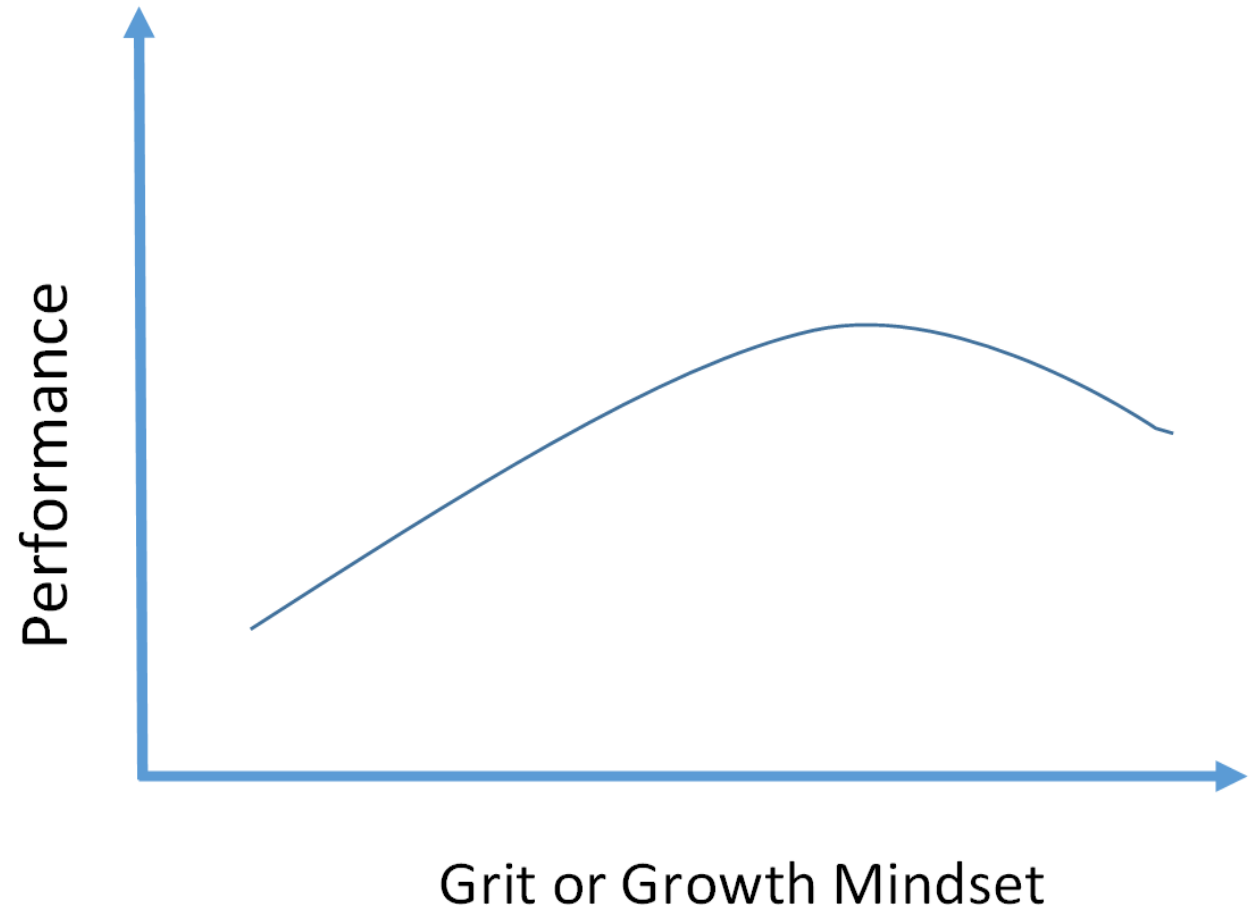
- Grit is largely uncorrelated with academic success
 - Crede, Tynan, & Harms (2017)
- Growth Mindset is largely uncorrelated with academic success and Growth Mindset interventions largely don't work
 - Sisk, Burgoyne, Sun, Butler, & MacNamara (2018)
- Emotional intelligence only weakly related to academic success
 - Crede et al., (in progress)
- Resiliency only weakly related to success and interventions don't work well.
 - Vanhove et al. (2015)
- The positivity ratio is based on a mathematical mistake
 - Brown, Sokal & Friedman (2013)

Why Do These Popular Variables Not Predict Success?

- Possibility 1: This is a Measurement Problem
 - Self-Knowledge
 - Willingness to be Honest
 - Need for good questions
 - Vary across situations

Why Do These Popular Variables Not Predict Success?

Possibility 2: Very high levels of grit, growth mindset etc. can be problematic.



Why Are These Ideas So Powerful?

- They contain a kernel of truth
- We remember the outliers
- The power of anecdotes

Why Are These Ideas So Powerful?

- They contain a kernel of truth
 - Lack of passion
 - Giving up easily
 - Feelings of hopelessness
 - Lots of negative emotions
 - Inability to connect with others
 - Inability to regulate emotions

Why Are These Ideas So Powerful?

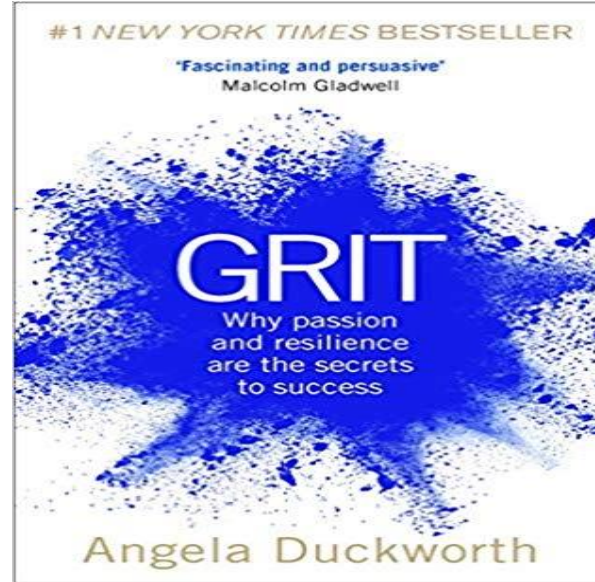
- We remember the outliers

Performance

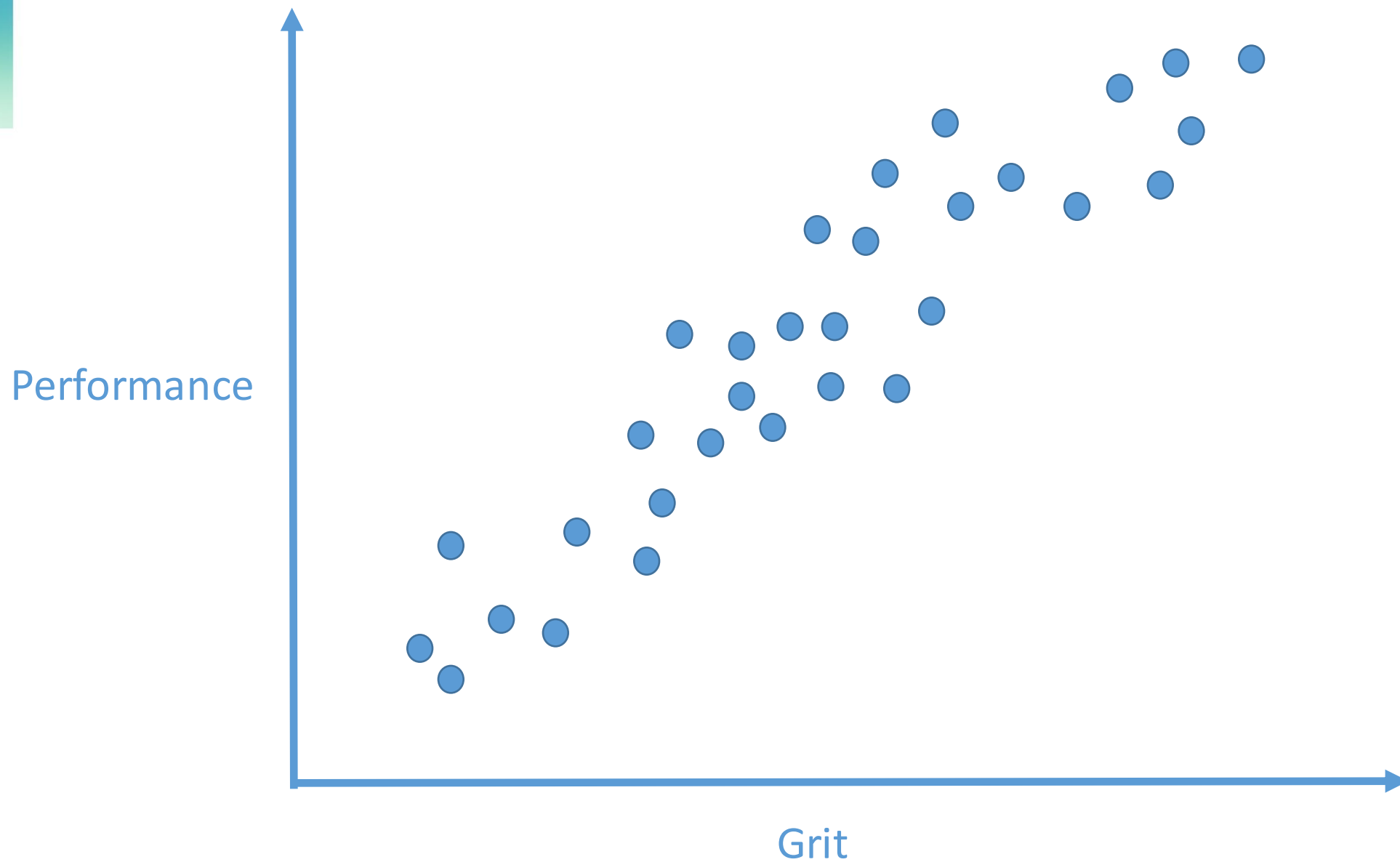
Grit

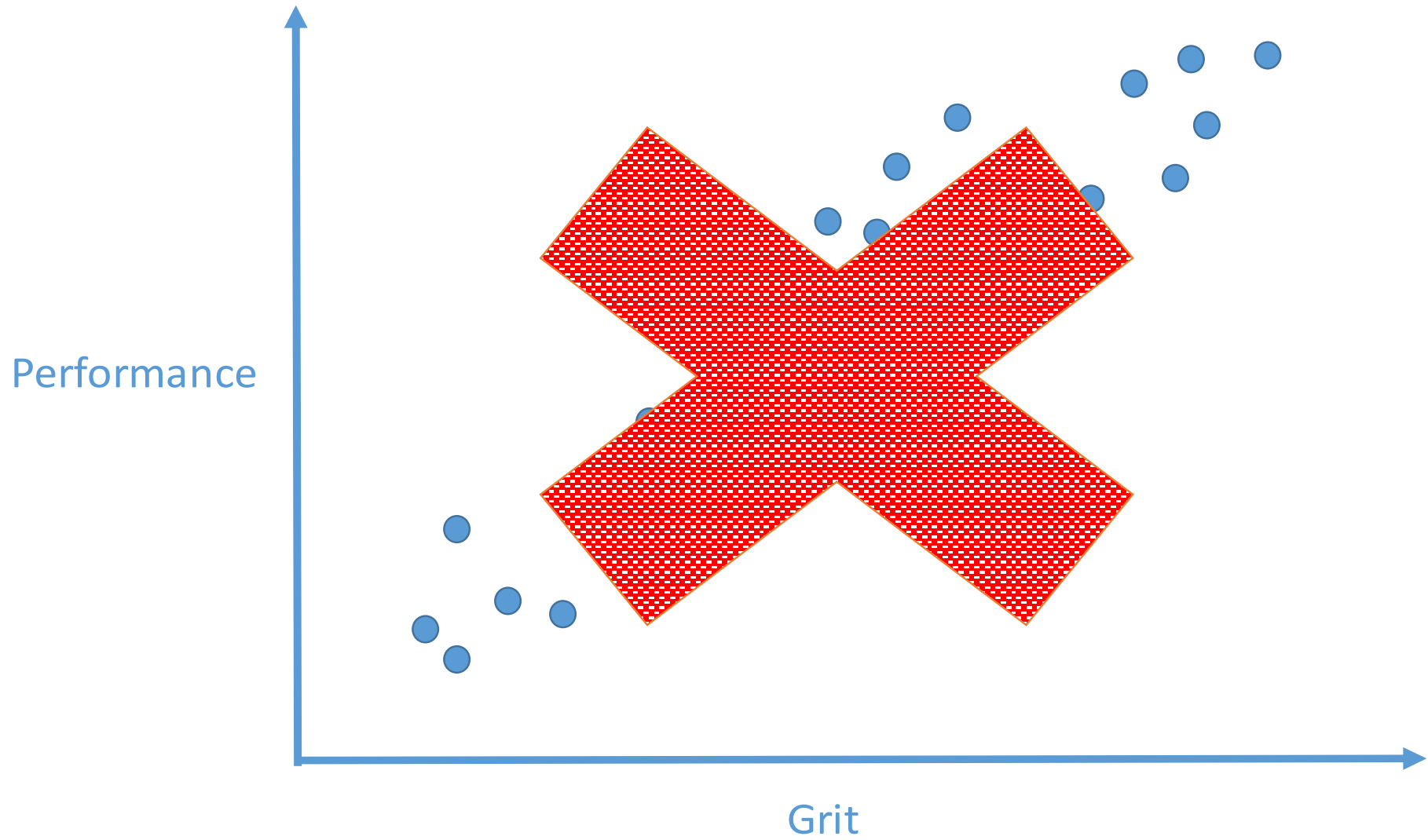


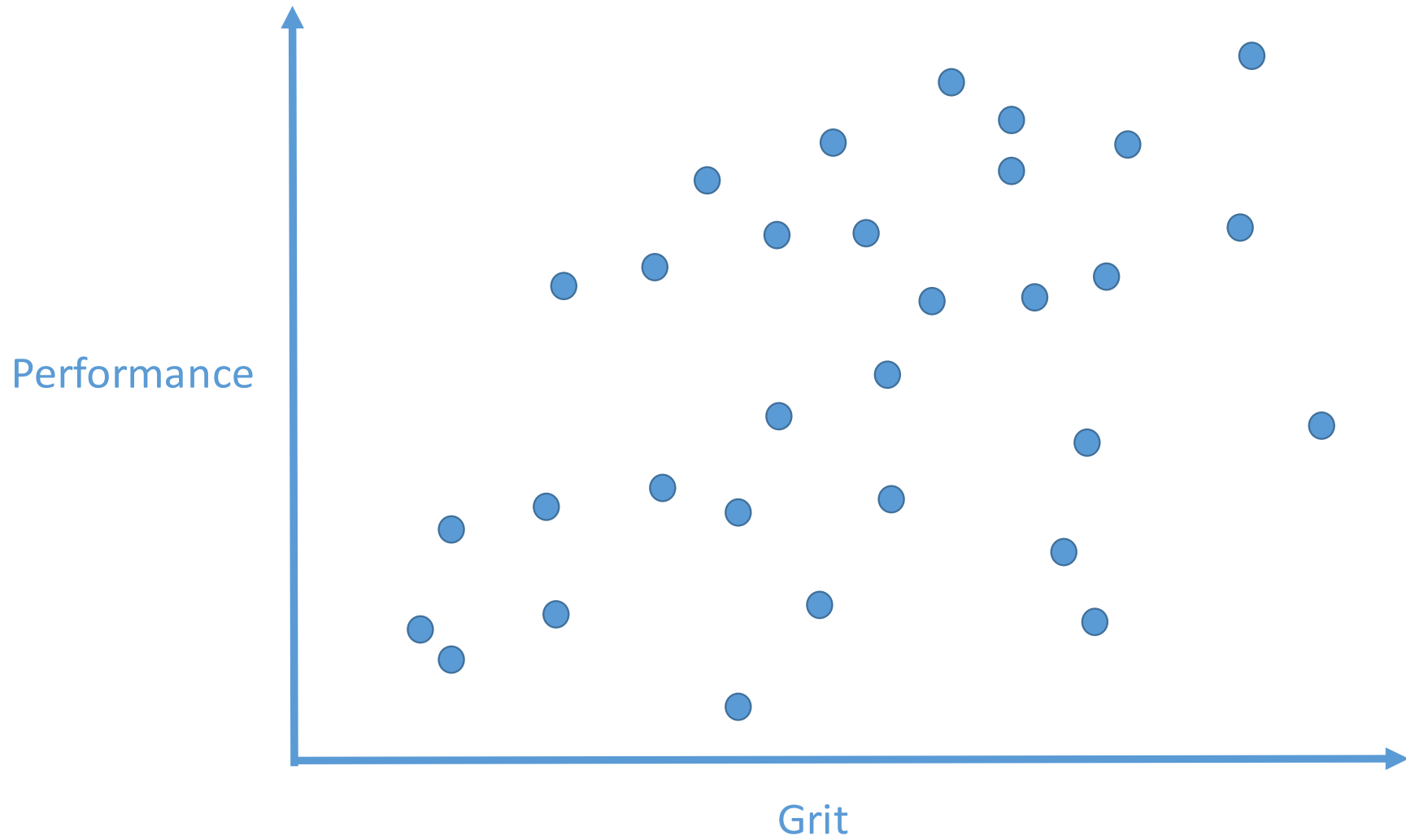
Performance



Grit







Why Are These Ideas So Powerful?

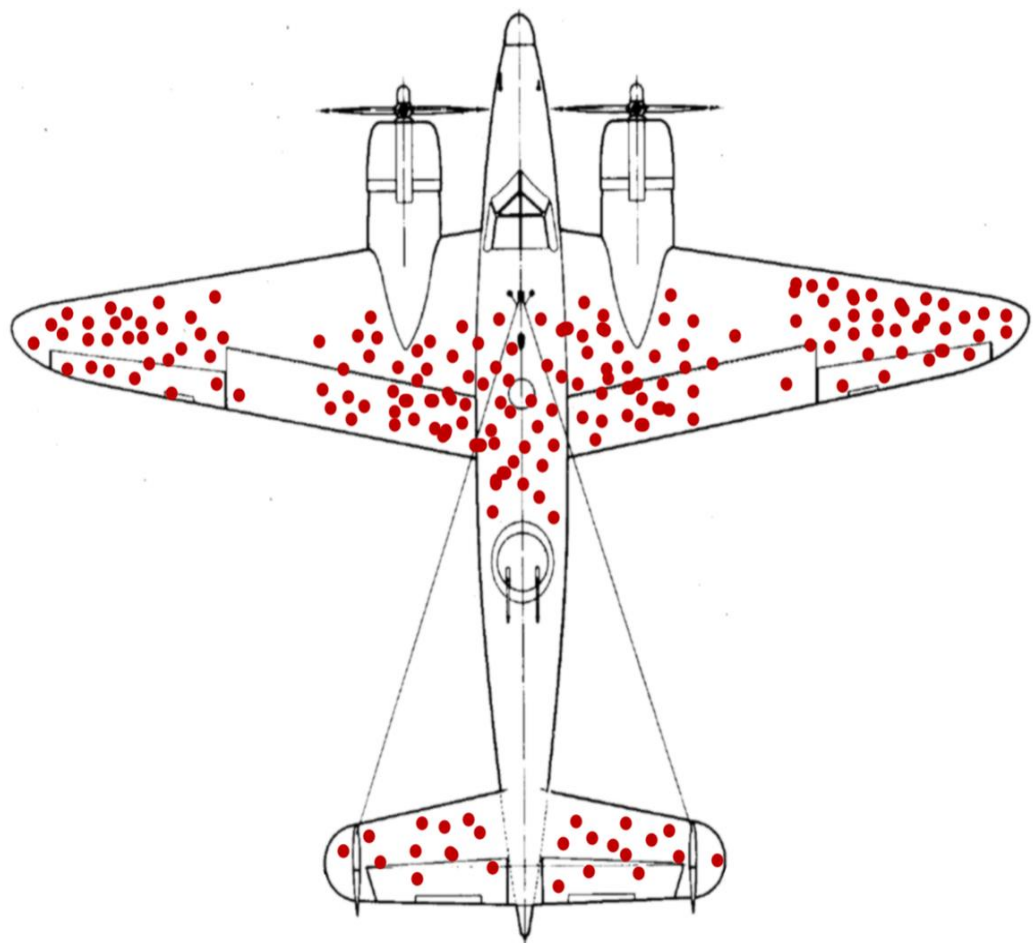
- The power of anecdotes



J.K. Rowling



William Golding





Inattentive Parent and Husband

Terrible Teacher



Inattentive Parent and
Husband

Terrible Teacher



Won Nobel Prize

Resisted Nazism

Led Effort to Rebuild
Scientific Bodies in Germany

Explaining The Nobel Prize

Born into the “right” country at the
“right” time to the “right” family.



Powerful and influential mentor



Powerful and skilled mentor

Explaining The Nobel Prize

Friendships



Social Support and Relaxation



Explaining The Nobel Prize

Luck (x 2)



Paul Ewald



Persistence



What can Max Teach Us

Lesson 1: “Success is many things”



Lesson 2: “There are very many influences on success”

What Does All This
Mean For Socio-
Emotional
Competencies?

10 Tentative
Recommendations

Recommendation 1

“Success” is more than just grades.

Expanding Our Thinking about “Success”

Intellectual Behavior

Knowledge, Learning, and Mastery of General Principles

Continuous Learning, Intellectual Interest and Curiosity

Artistic cultural appreciation and curiosity

Interpersonal Behaviors

Multicultural Tolerance and Appreciation

Leadership

Interpersonal Skills

Social Responsibility, Citizenship, and Involvement

Intrapersonal Behaviors

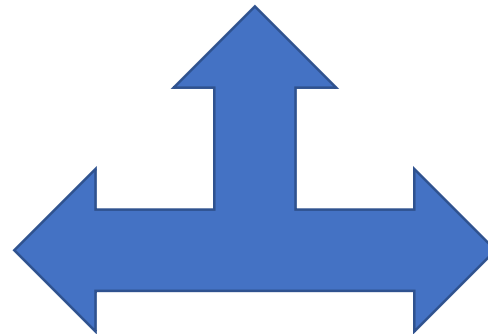
Physical and Psychological Health

Career Orientation

Adaptability and Life Skills

Perseverance

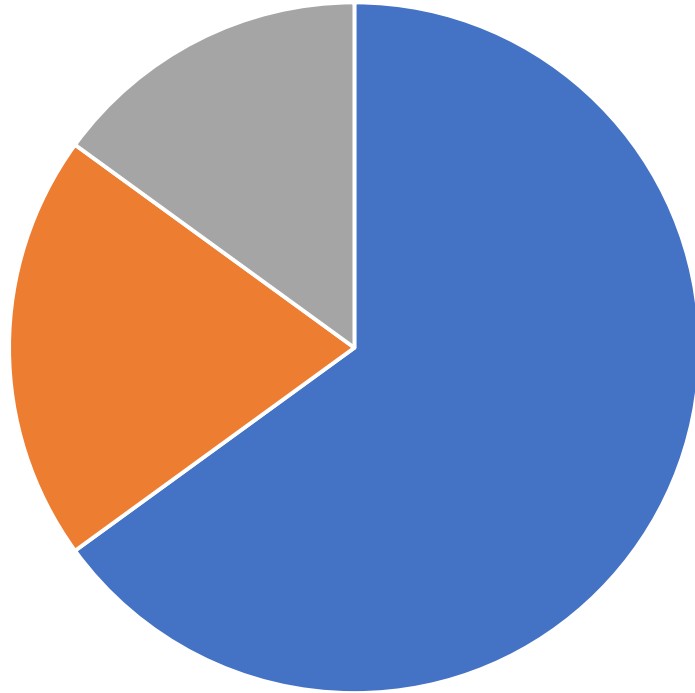
Ethics and Integrity



Adapted from Oswald et al. (2004)

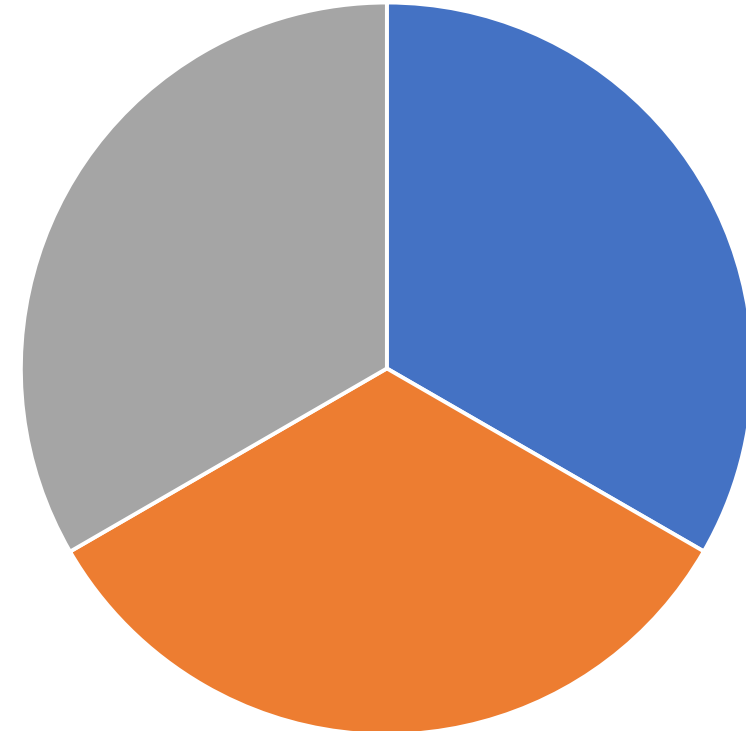
How Important is Each Dimension?

Emphasis on Intellectual Behavior



■ Intellectual Behavior ■ Interpersonal Behavior ■ Intrapersonal Behavior

All Dimensions Equally Important



■ Intellectual Behavior ■ Interpersonal Behavior ■ Intrapersonal Behavior

Varies by school, grade level, and child.

Recommendation 2

Many Variables Influence
Success

Possible Influences on Academic Success





Ashton Eaton



Jackie Joyner-Kersey



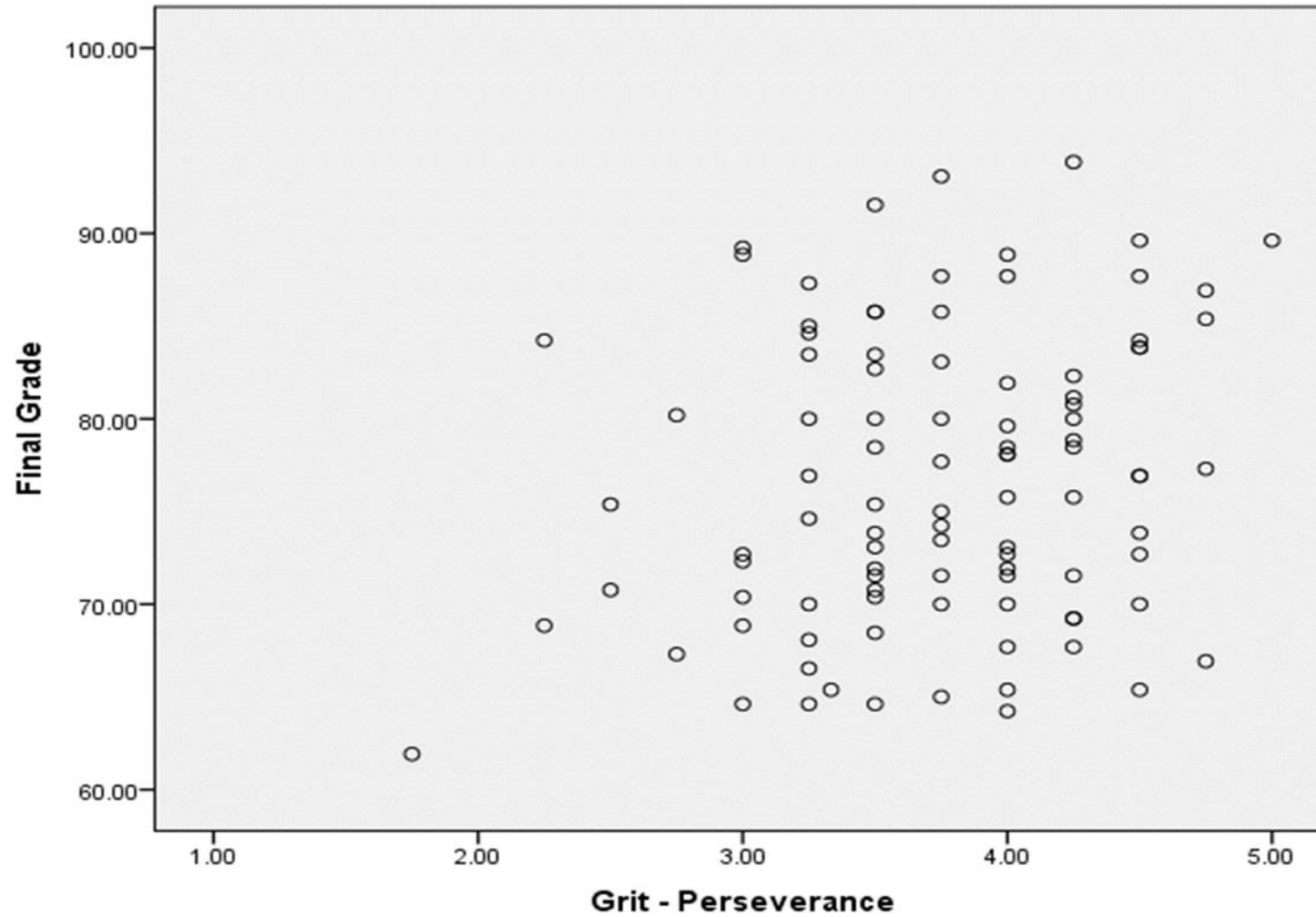
Laura Dahlmeier



Alistair Brownlee

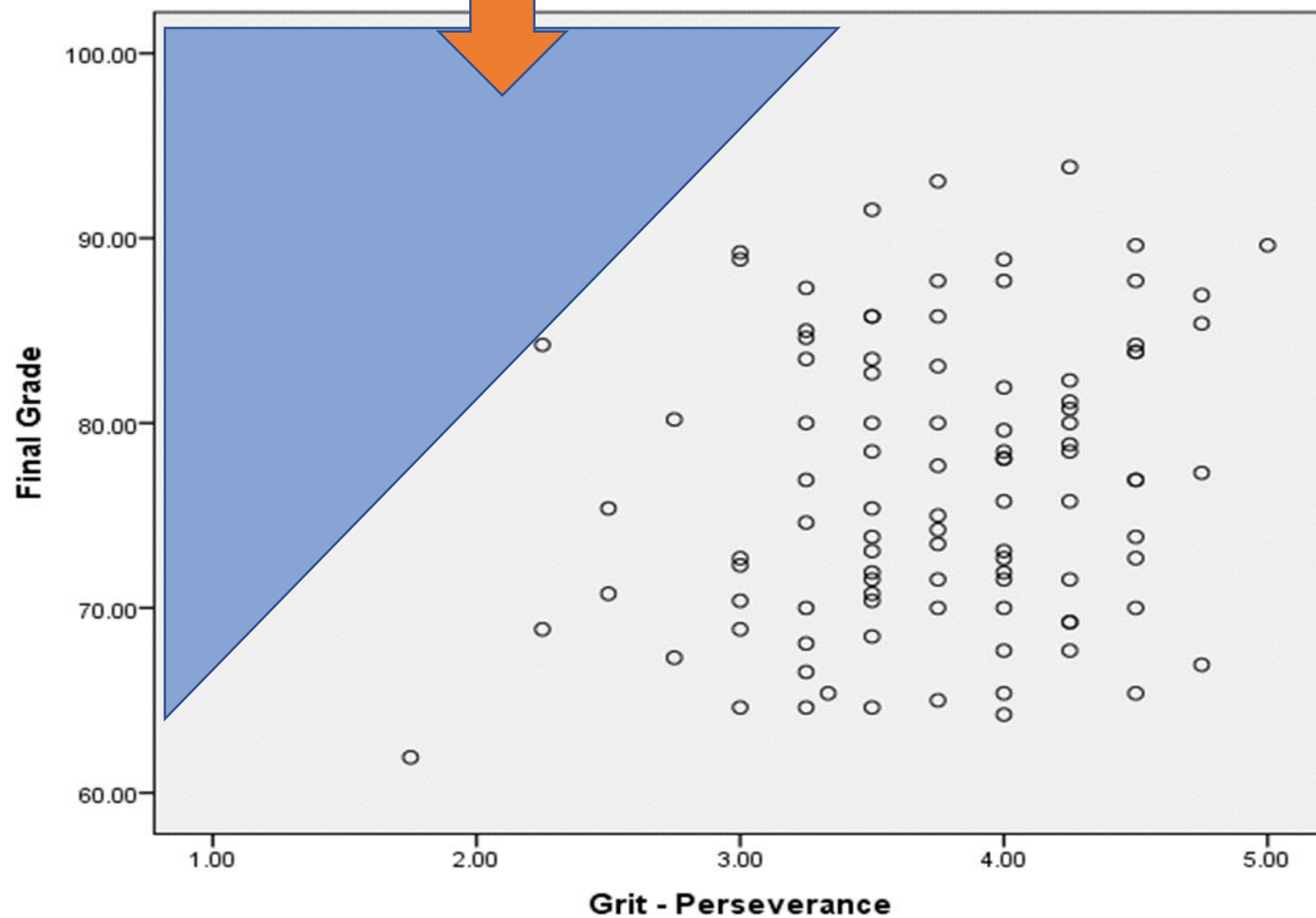
Recommendation 3

Lack of Strength on One
Variable = Barrier to
Success

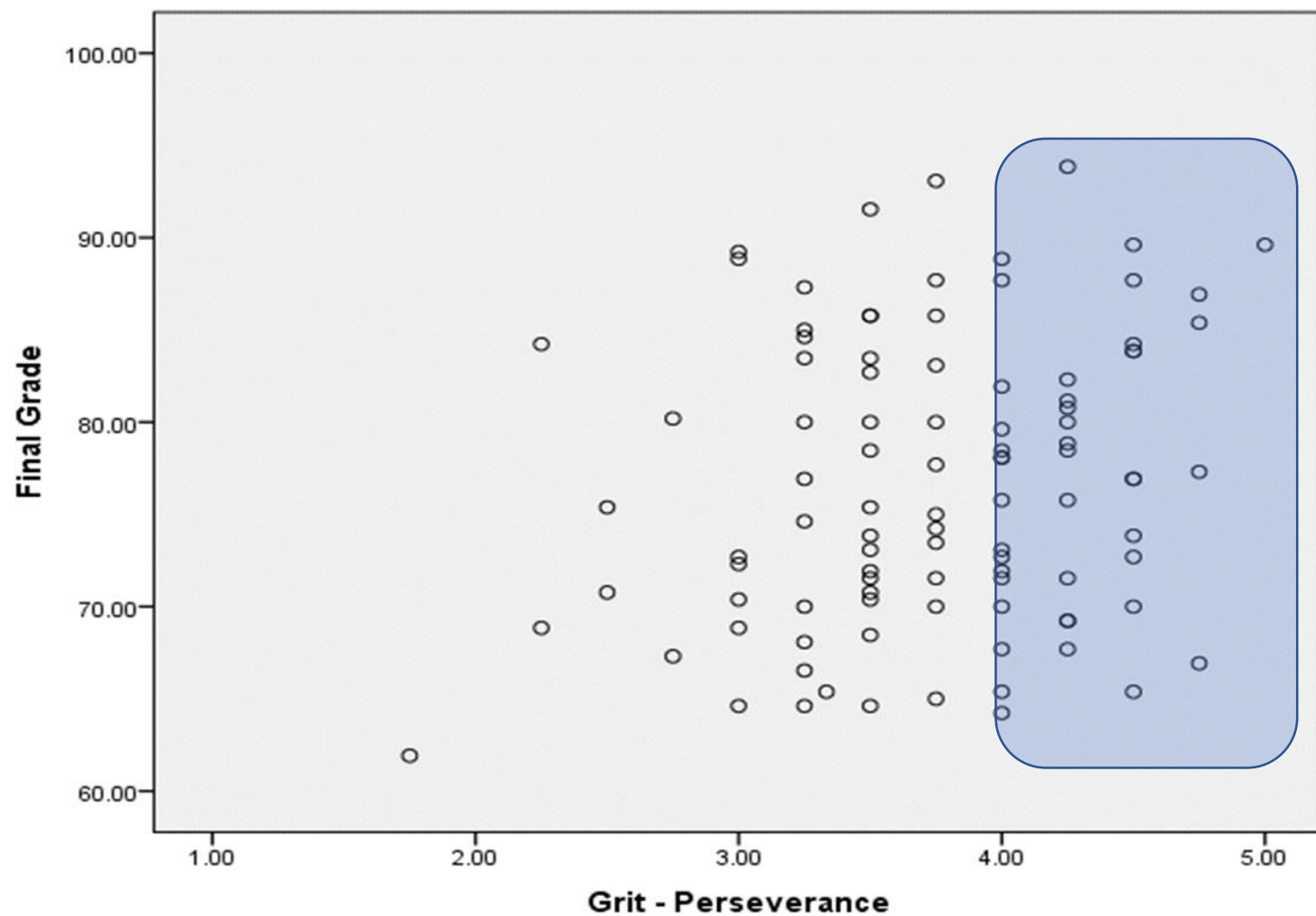


Correlation = .21

High Grades impossible without at least moderately high Perseverance scores



Correlation = .21



Correlation = .21

High Levels of
Perseverance do not
guarantee high grades

Recommendation 3

Lack of Strength on One
Variable = Barrier to
Success
Or
Many Socio-Emotional
Variables are “Necessary
but not sufficient”

Recommendation 4

No single variable explains
success very well
(and we should not want
it to)

Recommendation 5

The assessment of SEL and
Interventions focused on SEL
=
Identifying and Removing
Barriers to Success

Recommendation 6

We should focus on those variables that are related to success and that we can impact in our schools

For each type of “success” variable performance is determined by many factors:

- Some are factors that are specific to the student (personality, intelligence, prior learning).

- Some are environmental factors (family, background, school, classroom).

- Some are relatively stable (intelligence), some are less stable (skills, attitudes, beliefs).

- Some are relatively malleable (skills, learning approaches), some are less malleable.

Recommendation 7

Consider the ERB Student Inventory

Student Inventory designed to measure five SEL Constructs:

1. Self-Management
2. Self-Awareness
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Based on CASEL Framework

ERB Student Inventory was developed to:

1. Assess constructs that matter for student success.
2. Assess constructs that can be changed in school settings.
3. Map onto interventions designed specifically for these constructs.

ERB Student Inventory was not developed to:

1. Assess every possible socio-emotional influence on success.
2. Provide a “perfect” measurement of students’ standing on socio-emotional learning variables.

Recommendation 8

Don't Overinterpret the
Student Inventory Scores

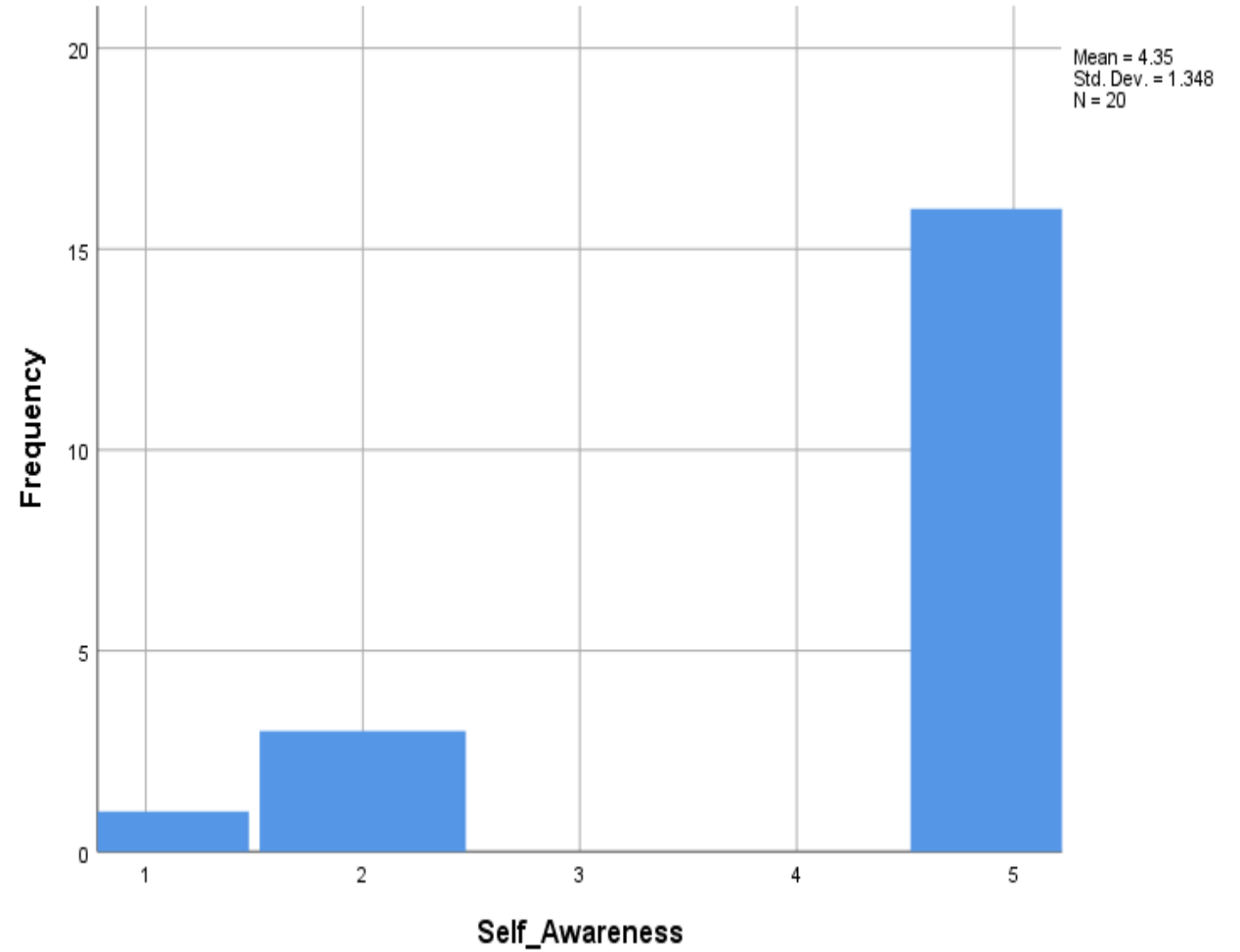
Socio-Emotional Learning Constructs can be challenging to work with.

1. Requires that students are willing to report accurately.
2. Requires that students are able to report accurately.
3. Students and Teachers and Parents may disagree about student's standing on a construct.

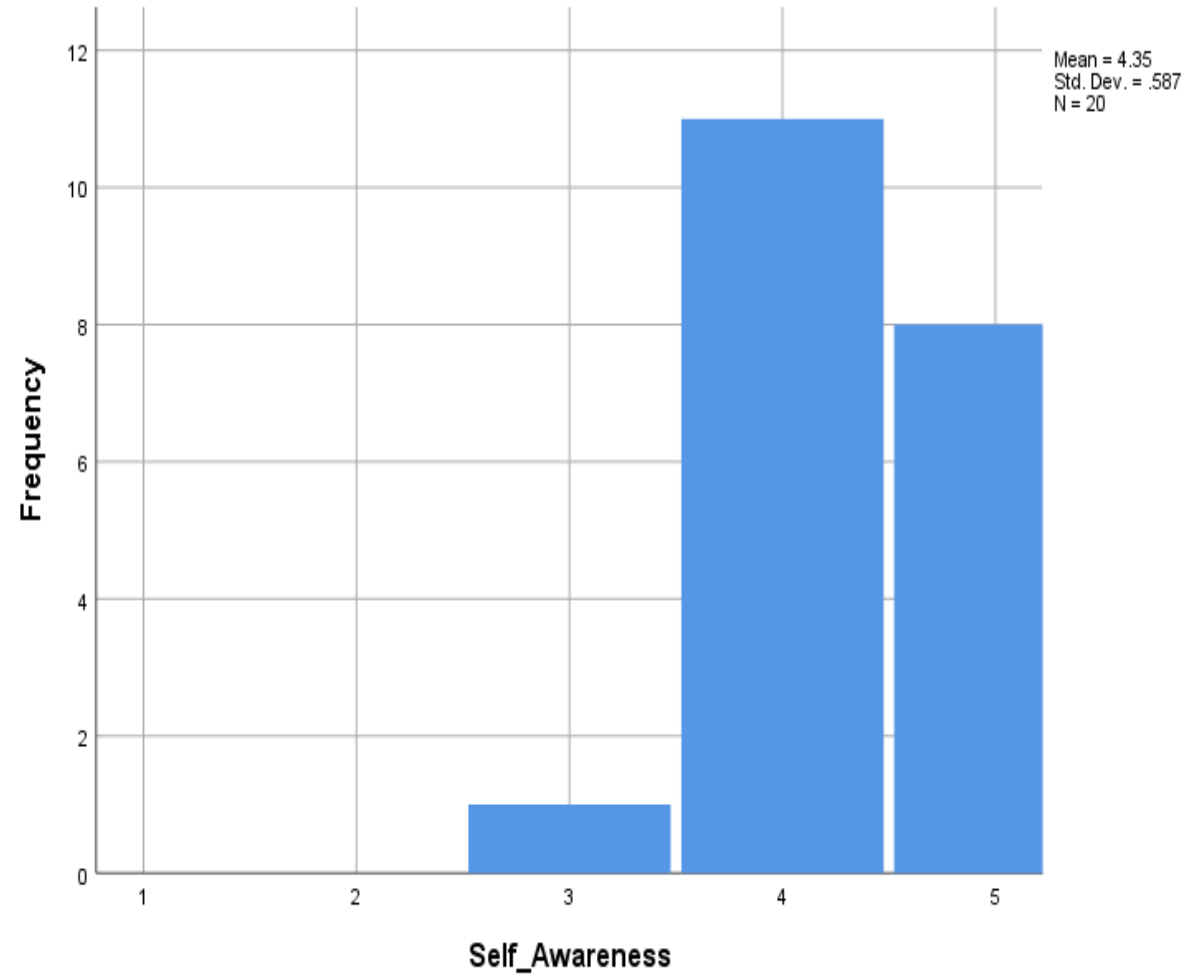
Socio-Emotional Learning Scores can be challenging to interpret

- ☐ Tendency to see patterns where there are none.
- ☐ Do we focus on individual student scores or class averages?
- ☐ Do we focus on score averages or score distributions?

One Possible Distribution



Another Possible Distribution



Recommendation 9

ERB Student Inventory scores
can change over time – for
various reasons

Socio-Emotional Learning Scores can change over time

- Self-Awareness Increases
- New Challenges Develop
- Response to Curriculum



Recommendation 10

Trust your judgment!

1. ERB Student Inventory scores are signals about the challenges that students are facing and the areas they would like help with.
2. The dimensions can serve as mental roadmap or checklist for helping us think about the difficulties that students may face.
3. Perhaps present ERB Student Inventory to students as an opportunity to tell teachers what competencies they would like to develop further.