

PEACE Curriculum

Developing Social, Emotional, Academic Competence



MINI SAMPLES BOOK



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Dear Workshop Participant:

This is a Samples Booklet of some of the overheads and activity sheets that will accompany this training. All the sheets included in this booklet are also in your curriculum cd. We also included one of our best lessons on goal setting. The research now shows that goal setting stands alone as one of the most effective things you can do with kids to help them achieve success.

A note about the curriculum; most of the intensive curriculum activities in your primary, elementary, middle and high school books divide the curriculum in sections. The order is empathy, anger management, social skills and character education; the lessons should be taught with one lesson from each of the four areas, i.e., the first lesson in empathy, then anger, then social skills and finally the first lesson in character. Then you go on to lesson 2 in each of the components.

Some of the books on your cd already have the lessons divided up; these include the all school curriculum, the advisement curriculum and the curriculum for corrections.

Hope you enjoy these samples and feel free to come into our web site in case you need to replace an activity or obtain some new ones.

Sincerely,

Sara J. Salmon, Ph.D.

Shirley (Sara) Salmon, Ph.D.

Executive Director

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Start with The Gathering



What: A morning routine that helps students get ready to learn

Why: Many students today come to school pre-occupied and have difficulty transitioning to academic pursuits

How: The routine includes the following:

- 1. The MELT or balanced breathing**
- 2. Announcements**
- 3. Recognitions**
- 4. A story or song about character**
 - a. Students are asked which character traits represent the story**

**b. Students are asked to
give four specific ways
they could apply the
traits to their current day
(At least 4 examples!)**

Explain the Relevancy of the Program to the Students

- Before starting the program, show students what they will learn and why this will be important for them
- Always keep up to date with your facts, i.e., coaches requiring ethics training



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Empathy Training

To Listen, Use **H E A R S** !

Hold your body to listen



Eyes--look at person



Ask the feeling
(mad, sad, glad or afraid)



Respect-- Show on your face



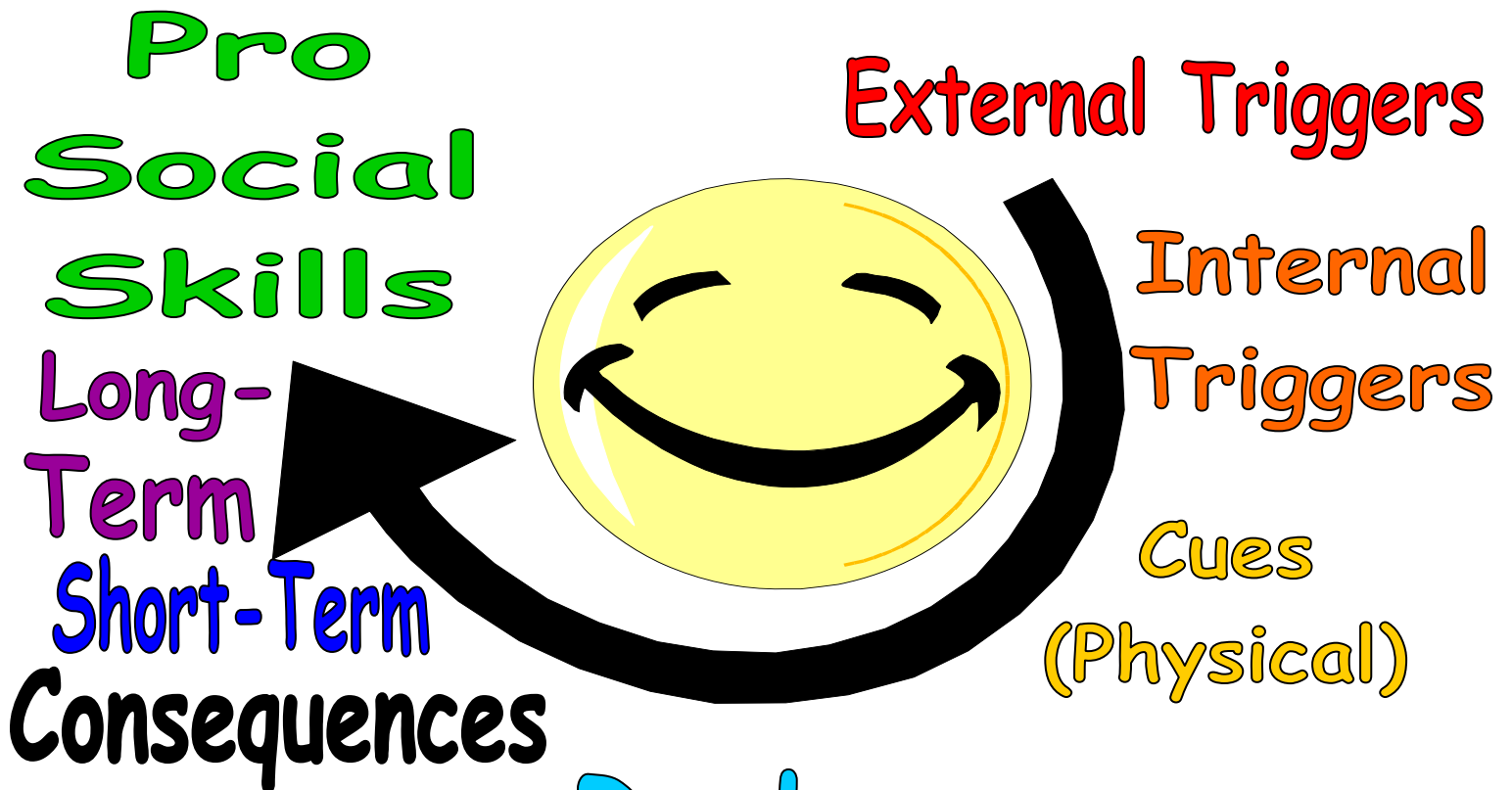
Summarize what the person says and feels



Anger Management

- Understanding about anger
- Learning the terminology of the Anger Cycle
- Talking about and using Reducers
- Using the Chill Out Log
- Working with the Angerometer
- Understanding the consequences
- PEACE/Reframing Activities
- Practicing the MELT

The Anger Management Cycle



Reducers
(Ways to calm yourself down)

1. Deep Breathing
2. Counting Backwards
3. Pleasant Imagery
4. Positive Self-talk

My Chill-out Record

External Trigger (what happened)



Internal Trigger (what you told yourself)



Cues (what happens in your Body when you get mad)



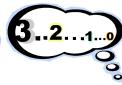
Reducers (what you use to calm down)



Deep breathing



A Pleasant Place



Counting Backward



Positive Self Talk

Short Term Consequence (what would happen right now if you acted out your anger?)

Long Term Consequence (what would happen a long time from now if you acted out your anger?)



How can you improve? _____

Set a goal her to improve: I will _____

Character Education

Setting Specific Measurable Goals

Materials: Character Education Cards, worksheets, goal setting sheets

Goal: *Students will become familiar with Goals and Goal Setting. This is an introduction; they will continue to practice Goal Setting as the lessons continue.*

Teacher Directions:

1. Read the following scenario to the class.

Jake

(This story was adapted from TEENS WITH THE COURAGE TO GIVE edited by Jackie Waldman, Conari Press, 2000.)

*When Jake was sixteen years old, he learned that he had a rare form of cancer in his foot and ankle. He had to have his leg amputated below the knee because **chemotherapy** and **radiation** could not cure this type of cancer. He had been a basketball player and all-around student athlete. The afternoon when he learned he had **cancer** was the only time he felt sorry for himself (Waldman, pg. 66). Then he decided that it was more important to live than to have his leg. He had some really difficult times after the surgery such as **phantom pains** that woke him up in the middle of the night.*

*Nevertheless, he immediately began to use crutches and when the physical therapist told him that learning to walk with **prosthesis** would take one and a half to two months, he decided he would do it in two weeks. And he did learn to walk in two weeks. One of the things that helped him was thinking about his grandmother who had her leg amputated from diabetes. His grandmother never complained, always smiled, and did almost everything. He decided that he wanted to be like her. His therapist took him out to the basketball court and had him do a free throw. He made the free throw and decided then and there that he was the same person as before and could do a lot of the same things. Within a month he learned how to jog and was again playing basketball with his friends.*

*He met Thomas, the number one pent athlete in the United States—an athlete who participates in five events in the Paralympics. The **Paralympics** are*

held the same years that the regular Olympics are. Jake was impressed because this athlete was wearing shorts and a sandal that exposed his prosthetic leg. Thomas encouraged Jake to get into athletics only six months after his leg was amputated. Jake wanted to learn to sprint and started to take lessons with gold medal winners and nine months after the leg was amputated he was sprinting faster than anyone had ever seen! He ran a fifteen second one hundred meter race and decided he wanted to run even more. Jake entered Paralympics events and qualified for the semi-finals for the Paralympics. When he got back home he tried out for the school track team and made the varsity squad. He plans to continue competing in the Paralympics. He also goes to hospitals and helps new amputees learn how to cope with their challenges. He tells people that he feels good about what he is doing and his accomplishments and wants to continue to help others and him succeed. Jake says, "If you look for something good to come from something bad, you'll find it every time. With the right attitude, you always win." (pg. 70, Jake Rapp)

2. Write the following on the Board: What two character traits does this story feature? Why? (Encourage discussion)

- 1) _____
- 2) _____

3. *Review and discuss the following Words to know:*

- * Phantom pains
- * Cancer
- * Chemotherapy
- * Radiation
- * Prosthesis
- * Paralympics
- * Pentathlete
- * Amputation

4. **Discussion Questions:**

- 1. What character traits are featured in this story? (Encourage debate until they come up with self esteem and goal setting)
- 2. What are some of the things Jake had to consider before making his decision to have his leg amputated?

3. Jake had to decide whether to keep his leg knowing chemotherapy and radiation would almost certainly not work or have his leg amputated. Did he make the right decision? Why or why not?
4. How did Jake's attitude affect his recovery from the surgery?
5. What are some other things that helped him recover?
6. What would be difficult about making the kind of choice Jake made? Why?
7. How did other people help Jake in his recovery?
8. Let's discuss what self-esteem really means. How did Jake demonstrate this in the story?
9. Let's continue to talk about goal setting. What does it mean to set goals? How did Jake demonstrate that self-esteem is related to goal setting? Is it? How?
10. Did Jake demonstrate the relationship between self-esteem and goal setting? Explain.

5. **Guided Practice** *The guided practice activity is to help students understand the concepts of self esteem and goal setting and how they related. We want the students to be able to constantly assess themselves throughout their lives and be able to establish productive goals as well. We first want to guide students in developing a definition of self esteem. Then we want to link that to the importance of setting goals. If the students haven't experienced the first goal setting lesson, you need to review how to set goals for them. This lesson will be a review.*

1. Present the ideas from the Self Esteem Text Box
2. Lead the class in a discussion about ways to improve self esteem. Write this list on the board. In the following text box are included ways to improve self esteem. Make sure you lead the students in this direction and if they get stuck, provide them with the following information:



Character Education #5

Goal Setting

Guided Practice

Ways to Develop Positive Self Esteem

1. Figure out your strengths and weaknesses (make a list of what you do well and what you would like to improve)
2. Set appropriate goals using the goal setting criteria.
3. Make plans to reach them.
4. Develop a skill around your particular strength.
5. Get involved in some activity that allows you to develop your strengths.
6. Find at least one adult to have a trusting relationship with. (This person can provide encouragement and can be a role model—think about Jake's grandmother).
7. Chooses friends who bring out your best and give you lots of encouragement.
8. Spend time with people who support your attaining positive goals and behavior. (Be prepared to distinguish positive behavior from gang behavior here)
9. Volunteer to help others in your family and community (think about Jake helping other amputees or just doing chores)
10. Try to look neat and clean and well put-together.
11. Set high standards for your behavior.



This is a lecturette that you can go over in a few minutes or leave out if the students don't seem to need it. Just make the point that today, self esteem is related to doing something positive.

Character Education #5
Goal Setting
Guided Practice

Name: _____

Date: _____

Directions: Have students complete the Self Assessment Checklist. (A good book to use is the book ATTITUDE, Thurston, et.al., Cottonwood Press, Inc., 1995). They have a comprehensive list.

Self Evaluation Checklist

Things I Do Well:

Read this list and check the things you do well. Add others you can think of:

1. Acting in plays _____
2. Adding long columns of numbers without a calculator. _____
3. Babysitting _____
4. Baking cookies _____
5. Having a good attitude _____
6. Being patient with children _____
7. Being the center of attention _____
8. Blowing bubbles with bubble gum _____
9. Changing a tire _____
10. Cleaning up the kitchen _____
11. Crossword puzzles _____
12. Working on a computer _____
13. Skiing, skateboarding or snowboarding _____
14. Helping other with their Independent Practice _____
15. Doing math problems in your head _____
16. Drawing _____
17. Finding things that are lost _____
18. Reading a book _____
19. Driving a boat _____
20. Exercising _____
21. Ironing _____
22. Keeping promises _____
23. Flying a kite _____
24. Telling jokes _____



Goal Setting Activity

Based on What I Do Well or Love to Do!

Name: _____

Date: _____

Directions: *Set a goal that you can achieve within the next week.
Write that goal here:*

I will _____

Check to make sure that your goal follows these rules:

1. Is your goal something you can do easily? _____
2. Do you want to do this? _____
3. Is the goal written in a positive way? _____
4. Can you measure that you did your goal? _____

How can you use positive self talk to help you achieve your goal?

I can say to myself _____

How did I do on this goal?

Not that great _____ Okay _____ Did a good job _____ Super job _____

My new goal is _____

Self Improvement Goal

Now, write at least five ways that you need to improve.

1. _____
2. _____
3. _____
4. _____
5. _____

Then select one goal for doing better in school and another goal for something personal.

School Goal: _____

Personal Goal _____

How will this goal benefit me? _____

How will this goal benefit others? _____





Family Name: _____

Short Term Goal Setting Activity
For Self Improvement

Set an improvement goal that you can achieve within the next week. Write what that goal here:

We will _____

Check to make sure that your goal meets the criteria for effective goal setting:

- ☐ Is your goal realistic?
- ☐ Do you want to do this?
- ☐ Is the goal written in a positive way?
- ☐ Can you measure your goal easily?

How can you use positive self talk to help you achieve your goal?

We can say _____

Can you use a character trait to help you achieve your goal? Write your ideas below:

-----Don't write past this line until next week!-----

How did you do on this goal?

- ☐
- ☐
- ☐
- ☐

What could we do this week to do even better on this goal?

Character Education #5
Goal Setting

School-Home Link

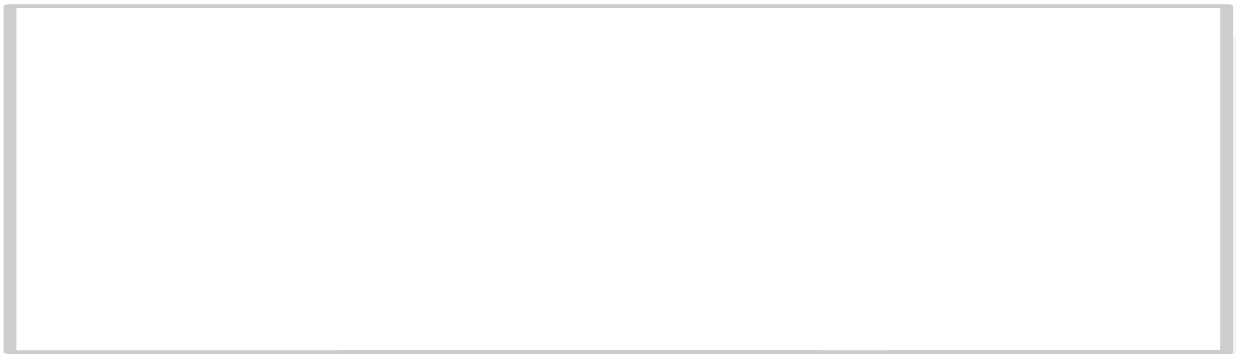
Name: _____

Date: _____

Directions: Talk with your family about their goals and plans. Record what they say in the following table:

Family Member	The Goal	Their plan to achieve it

Illustrate an activity your family will do after setting these goals!!



Plan for Success

The Stretch Goal



The Plan for Success can be used several weeks after you have worked on improvement goals; you can wait that long until students are doing well.

This is a GREAT activity to help dysfunctional kids focus on their plan and giving them time to think about the resources they need to carry out their plan.

The Self Esteem/ Goal Setting lesson is actually done in three parts—

1. Students set specific goals based on what they do well or love to do (so they can experience success!)
2. After waiting a few weeks, then have students work on setting goals for improvement—both academic and behavioral
3. Finally, encourage the students to set “stretch” goals to tackle something more long term and difficult.

Make sure you work with the students using the prescribed goal sheets that lays out the criteria for them. This is evidence-based and we know it works. There are studies showing goal setting STANDS ALONE as a vehicle for success.

Plan for Success

(Name) _____

_____ to _____
(Starting date) (Ending date)

A quote that has special meaning to me, by _____, is:
(Person's name)



My goals for this period of time are:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Obstacles that could stand in the way of achieving my goals are:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Name: _____

Dates: _____ to _____



My plan for handling those obstacles is:

_____ **Some warning signs** that I might need some help are:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



Resources or people I could go to when I need some extra help are:

- 1) Name: _____
Contact Info: _____
- 2) Name: _____
Contact Info: _____
- 3) Name: _____
Contact Info: _____
- 4) Name: _____
Contact Info: _____



Phone Numbers I may Need!



Start the year with
students defining
respect



- What does respect look like?
- For self?
- For others?
- For property?
- For authority?

Student Agreement for Respect

We demonstrate respect by:

- Listening to the end of the other person's sentence
- Walking quietly and attentively through the halls
- Raising our hands to participate in classroom instruction
- Helping others achieve their goals as well as our own

We demonstrate respect when we use certain statements such as:

- What do you think?
- Let's agree to disagree
- We'll try this together
- I see your point

Our guiding principle is **respect**, because respect can make us feel

1. Good about our learning
2. Confident that we can succeed, even when we need help
3. Important, as members of our classes and entire school

I, _____, agree to practice these
(my name)

behaviors to achieve the best learning environment for everyone at our school.

Signature: _____

Essential Social Skills Step Sheet		
<i>Name of skill:</i> _____	<i>Steps (How)</i>	<i>Icing</i>

Use this step sheet to teach the social skills without writing anything in before!

SOCIAL SKILL OF THE DAY STEP SHEET



Name of Skill _____

WHAT does the skill mean?

How do we use this skill? **STEPS**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

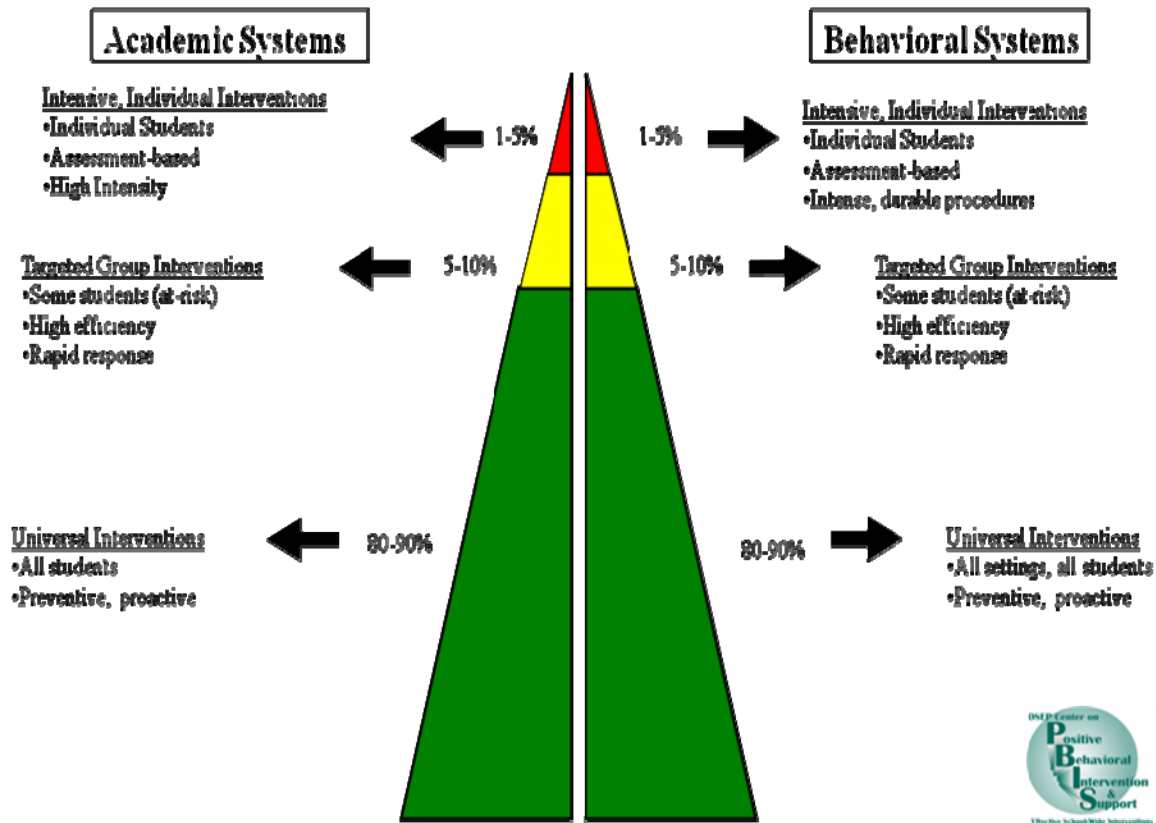
WHY is this skill important?

ICING?

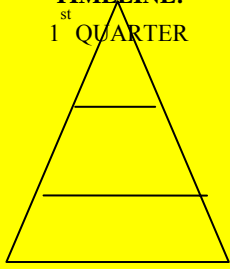
NAME

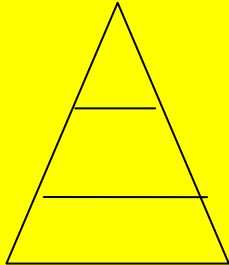
WHEN AND WHERE do we use these skills?

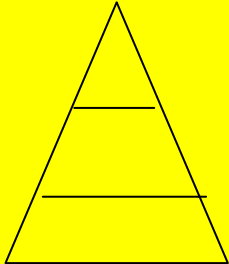
School-Wide Systems for Student Success

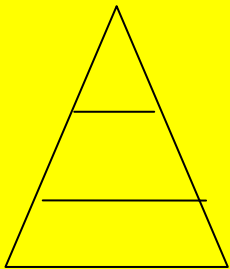


This is the RTI Model (Response to Interventions) which is the same as the Adelman Taylor Model. It is a useful paradigm to help us all design interventions depending on the needs of the students, proceeding from the bottom layer which is all students, up to the next level which are some of the students defined as at risk and to the top of the model which shows the toughest kids. The next pages highlight the Illinois program that combined SEL strategies with the Illinois state learning standards and fitting those in the above paradigm.

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B		
TIMELINE: 1 st QUARTER 	IDENTIFY EMOTIONS	
	LEARNING STANDARDS	1A. Identify Feelings: happy, angry, sad, afraid, excited, proud 1A.5 Demonstrate a range of emotions through facial expressions and body language. 1B.1 Identify the personal traits of characters in stories. 1B.2 Describe an achievement that makes you feel proud. 1C.7 Use self-talk to reward yourself for accomplishments. 1B.6 Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach). 3C.2 Describe what you have done to make a positive difference in your class or school and how this made you feel.
ESSENTIAL QUESTION	What feelings do people have and why?	
UNDERSTANDING / SKILLS Few Some All	Few students will: Utilize self-talk to reward themselves for accomplishments Some students will: Utilize self-talk to reward themselves for accomplishments inconsistently Describe an achievement that makes them feel proud Describe what they have done to make a positive difference in their class and how this affected them Identify the personal traits of characters in stories Have exposure to self-talk to reward themselves for accomplishments Draw a picture of one of their favorite things to do with others (e.g., play a sport, ride bike, go to the beach) All students will: Identify Feelings: happy, angry, sad, afraid, excited, proud Demonstrate a range of emotions through facial expressions and body language	
ACADEMIC VOCABULARY	Emotions Happy Angry Sad Afraid Excited Proud Positive Difference Self Talk	
BEST PRACTICES		
TOOLS		
ASSESSMENT EVIDENCE		
TECHNOLOGY		

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B		
<div>TIMELINE: nd 2nd QUARTER</div> <div></div>	UNDERSTANDING AND MANAGING EMOTIONS/DIVERSITY	
	LEARNING STANDARDS	1A.1 Describe how various situations make you feel. 1A.2 Describe your physical responses to strong emotions. 1A.3 Recognize that feelings change throughout the day. 1A.4 Demonstrate patience in a variety of situations. 1B.1 Identify the personal traits of characters in stories. 2A.1 Identify verbal, physical, and situational cues in stories. 2A.3 Explain why characters in stories feel as they do. 2A.2 Recognize the value of sharing diverse perspectives. 2A.4 Analyze how students being left out might feel. 2A.5 Describe how different people interpret the same situation. 2B.1 Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).
ESSENTIAL QUESTION	Why do people feel different ways at different times? How do we respond to our feelings?	
UNDERSTANDING / SKILLS	<div>Few students will: Recognize the value of sharing diverse perspectives Analyze how students being left out might feel Some students will: Describe how various situations make them feel Describe their physical responses to strong emotions Demonstrate patience in a variety of situations Explain why characters in stories feel as they do Describe how different people interpret the same situation Identify how various situations make them feel Identify physical responses to strong emotions Recognize that feelings change throughout the day Define patience Identify the personal traits of characters in stories Identify verbal, physical, and situational cues in stories Identify that different people interpret situations differently Recognize the existence of various groups based on social and cultural variables All students will:</div>	
Recognize their feelings at one moment in time Recognize that there are different groups of people		
ACADEMIC VOCABULARY	Physical Response Strong emotions Patience Personal Traits Verbal cues Physical Cues Situational Cues Differences Culture	
BEST PRACTICES		
TOOLS		
ASSESSMENT EVIDENCE		
TECHNOLOGY		

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B		
<div><div>TIMELINE:</div><div>3rd QUARTER</div><div></div></div>	SOCIAL SKILLS	
	LEARNING STANDARDS	2A.6 Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 2C.1 Discuss ways of initiating contact with someone you don't know. 2C.2 Discuss how to be a good friend. 2C.3 Greet others by name. 2C.4 Make and respond appropriately to introductions. 2C.5 Summarize a plan for making friends. 2C.6 Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions). 3A.2 Explain why it is important to treat others as you would want to be treated. 3A.6 Demonstrate sharing and taking turns. 3B.3 Analyze how your tone of voice influences how others respond to you. 3B.6 Demonstrate reflective listening.
ESSENTIAL QUESTION	What does it mean to be a friend? How do we communicate with others?	
UNDERSTANDING / SKILLS	Few students will: Create a plan for making friends Consistently use appropriate non-verbal communication skills with others Some students will: Make and respond appropriately to introductions Greet others by name Analyze how their tone of voice influences how others respond to them Summarize a plan for making friends Use appropriate non-verbal communication skills with others inconsistently Some Demonstrate reflective listening Discuss ways of initiating contact with someone they don't know Discuss how to be a good friend All Identify tone of voice List how they want to be treated and how to be a good friend Demonstrate sharing and taking turns Identify components of appropriate non-verbal communication with others All students will: Demonstrate an ability to listen Greet others	
Practice taking turns (may need hand over hand) Attempt eye contact		
ACADEMIC VOCABULARY	Reflective Listening/Active Listening Eye contact Nodding Friend Non-verbal communication Sharing Tone of Voice Turn Taking	
BEST PRACTICES		
TOOLS		
ASSESSMENT EVIDENCE		
TECHNOLOGY		

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B	
TIMELINE: 4 th QUARTER 	INTERPERSONAL SKILLS
	LEARNING STANDARDS 2D.1 Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity). 2D.2 Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores). 2D.3 Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently. 2D.4 Distinguish between constructive and destructive ways of resolving conflict. 2D.5 Use puppets to act out and resolve conflict situations. 2D.6 Practice self-calming techniques for anger management as a way to de-escalate conflict situations. 3A.2 Explain why it is important to treat others as you would want to be treated. 3B.2 Brainstorm alternative solutions to inter-personal problems in the classroom. 3B.4 Analyze the consequences of alternative choices. 3C.3 Brainstorm ways to help your teacher address a shared concern.
ESSENTIAL QUESTION	What is conflict and how do you handle it?
UNDERSTANDING / SKILLS Few Some All	Few students will: Utilize self-calming techniques for anger management as a way to de-escalate conflict situations Brainstorm ways to resolve a conflict that the student has described between a child and their parents at home Some students will: Practice self-calming techniques for anger management as a way to de-escalate conflict situations Analyze the consequences of alternative choices Describe a situation at home where a child and their parents might disagree and experience conflict Describe situations at school in which classmates might disagree and experience conflict Describe a time when they had a disagreement with someone, what happened, and how they might have handled the situation differently Distinguish between constructive and destructive ways of resolving conflict Identify situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity) Identify situations at home where children and parents might disagree Identify a time when they had a disagreement with someone Identify self-calming techniques for anger management Use puppets to act out and resolve conflict situations Brainstorm alternative solutions to interpersonal problems in the classroom
All students will: Demonstrate basic self advocacy skills, such as communicating “no” when someone is in their space	
ACADEMIC VOCABULARY	Conflict Accusation Apology Hurt feelings Disagreement Constructive resolving conflict Destructive resolving conflict Self-calming techniques Anger management Interpersonal Consequences Alternatives Self advocacy
BEST PRACTICES	
TOOLS	
ASSESSMENT EVIDENCE	
TECHNOLOGY	

Social-Skills Programs Found to Yield Gains in Academic Subjects

By [Debra Viadero](#)

New York

A forthcoming research review offers some counterintuitive advice for educators: Take time out of the curriculum to teach students to manage their emotions and to practice empathy, caring, and cooperation—and their academic achievement could improve in the bargain.

The new findings, discussed last week at a national forum here on social and emotional learning, are based on a not-yet-published analysis of 207 studies of school-based programs designed to foster children's social and emotional skills.

"In the past, when people would say, 'You're taking away from academic time for these programs,' we would say, 'Well, it's not going to hurt learning,' " said Roger P. Weissberg, the president of the [Collaborative for Academic, Social, and Emotional Learning](#), or CASEL, the Chicago-based group that sponsored the four-year study. "What we find now is that when you have these programs, academics improve."

The results come at what some see as a critical juncture in the movement to promote social and emotional learning. Research findings in education and other fields, such as brain science, seem to be converging on the benefits of such instruction, and programs based on the concept have a small but growing presence in schools.

One state, Illinois, has set down standards for teaching the subject. Another, New York, is developing voluntary guidelines for teaching students social and emotional skills. Lessons in social and emotional learning are also taught in some districts, from New Haven, Conn., to Anchorage, Alaska.

Some advocates of social and emotional learning contend that one roadblock to more widespread implementation of their programs is the federal No Child Left Behind Act,

which has put new pressure on schools to raise test scores in core subjects and narrowed the curricular focus in some schools.

But the nearly 6-year-old law also calls on educators to employ “scientifically based” educational practices, and leaders of the movement for social and emotional learning hope the new findings will give their programs a more solid footing in schools nationwide.

“This research confirms what a lot of us have been saying for years,” said Dr. James P. Comer, the Yale University psychologist best known for developing the Comer School Development Project, a model for improving the social, emotional, and academic outcomes of urban schoolchildren. “It’s almost counterintuitive for some people to believe that it’s about how you treat kids.”

207 Studies Analyzed

For their analysis, the CASEL researchers sifted through 700 studies on a broad range of school-based programs aimed at honing students’ social and emotional skills. Such programs might include, for instance, character education lessons, anti-bullying efforts, drug-abuse-prevention programs, or conflict-resolution training.

Out of that hodgepodge, the researchers culled 207 studies that met their criteria for inclusion in the analysis. The studies had to involve typical students ages 5 to 18, and use a control group of students, so that any gains could be compared against those that students might be expected to make under normal circumstances.

Just under half the studies also went a step further and randomly assigned students to either the experimental or the comparison group.

Strong Effects Found

Illinois Social and Emotional Learning Standards

The state has adopted standards for the social and emotional skills that K-12 students should be taught.

GOAL 1: Develop selfawareness and self-management skills to achieve school and life success.

- (A) Identify and manage one's emotions and behavior
- (B) Recognize personal qualities and external supports
- (C) Demonstrate skills related to achieving personal and academic goals

GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- (A) Recognize the feelings and perspectives of others
- (B) Recognize individual and group similarities and differences
- (C) Use communication and social skills to interact effectively with others
- (D) Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

GOAL 3: Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.

- (A) Consider ethical, safety, and societal factors in making decisions
- (B) Apply decision making skills to deal with academic and social situations
- (C) Contribute to the well-being of one's school and community

SOURCE: Collaborative for Academic, Social, and Emotional Learning

Across the board, the researchers found, the programs did what they were supposed to do: After the lessons, the students in the experimental groups were better behaved, more positive, and less anxious than their control-group peers. The program students had also, apparently, gotten smarter, as measured by their grades and test scores.

As a group, those students scored 11 percentile points higher than the comparison-group students on a measure known as an "improvement index." The term, borrowed from federal education researchers, refers to the difference between the mean percentile rank for the intervention group and that of the control group.

"The impact here is almost twice that of studies on class-size improvements," said Mr. Weissberg, who is also a professor of psychology and education at the University of Illinois at Chicago. He was a co-author of the report with Joseph A. Durlak, a Loyola University of Chicago psychologist, and other researchers.

CASEL is scheduled to publish the report in early 2008. Mr. Weissberg shared the findings at the Dec. 10 meeting in New York, which was aimed at charting a future course for the 13-year-old organization and the movement it helps promote.

"When kids are disaffected or they're not motivated and engaged, improving academic test scores is a real challenge," Mr. Weissberg added, "and that can't be done unless you address students' social, emotional, and cognitive needs."

Some Skeptical

The analysis also showed that the good effects persisted six months or more after students took part in the programs, although to a lesser degree. And the lessons were even more effective when they were provided by teachers, rather the program developers or researchers, Mr. Weissberg said.

Some experts, however, continue to caution that such findings should be viewed with a dose of skepticism because since they have yet to be published in a peer-reviewed academic journal.

"I have always been a bit skeptical of in-house studies, because it's often the case that the people who do the evaluations have a stake in the outcome turning out a certain way," said Kevin R. Murphy, a professor of psychology, information sciences, and technology at Pennsylvania State University in University Park, Pa.

A critic of the theory of "emotional intelligence," Mr. Murphy was not part of the CASEL meeting. "That's not to say these programs can't work," he added. "But this is an area where the claims often run ahead of the evidence."

But Richard J. Davidson, a professor of psychology and psychiatry at the University of Wisconsin-Madison, noted that the findings dovetail with his own work on emotion and the brain's structure and function. While studies have long shown that negative emotions, such as anxiety and fear, can interfere with learning, Mr. Davidson, who was named one of the world's most influential people by *Time* magazine in 2006, has documented that in people who undergo regular training in meditation or other practices akin to social and emotional learning, the brain circuitry actually changes.

"Social and emotional learning likely produces beneficial changes in the brain," Mr. Davidson told conference-goers here.

Though research is needed to better document the mechanics of such transformations, he said, "qualities such as patience, calmness, cooperation, and kindness should really now best be regarded as skills that can be trained."

'Not an Easy Sell'

Policymakers and educators at the K-12 level, though, can be reluctant to incorporate such teachings into the curriculum, said Carol S. Comeau, the superintendent of schools in Anchorage. Lessons in social and emotional learning have been part of the regular instructional program across that 48,500-student district since 2004.

"It was not an easy sell," Ms. Comeau said. "Some members of our school board thought it was really about self-esteem and helping kids feel good about themselves."

Test scores have risen districtwide since the changes have been incorporated. And now an ongoing study by the Washington-based American Institutes for Research suggests that some of that improvement could be due to the lessons.

Since 2005, David Osher, the lead researcher on the AIR study, has surveyed staff members and students across the district in grades 5-12 on measures of school climate—factors, in other words, such as the extent to which students feel safe and cared for in schools, whether parents are involved in schools, and the pervasiveness of student drug and alcohol use.

"When the school climate and school connections measures go up," Mr. Osher said, he has found that "students' performance on statewide tests in reading, mathematics, and writing also goes up."

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