Evidence-based Group Interventions for Socioemotional Learning

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Agenda

- Broad overview of social-emotional competence in K-12 students
- Review of evidence-based interventions/programs
  - Key components
  - Sample sessions

Overview of socioemotional competence in K-12 students

- **Self-Awareness**
  - Accurately identify emotions and thoughts and their influence of behaviors.

- **Self-Management**
  - Ability to regulate emotions, thoughts, and behaviors (e.g. manage stress, control impulse, set and meet goals)

- **Social Awareness**
  - Demonstrate empathy, while understanding social and ethical norms

- **Relationship Skills**
  - Manage healthy relationships (e.g. communication, resist peer pressure, negotiate conflict)

- **Responsible Decision-Making**
  - Make choices based on ethical standards, safety concerns, social norms, realistic evaluation, well-being of self and others

Outcome Measures

- **Hostile attribution biases**: “how I think about others actions” – e.g. lunch tray scenario/would you feel mad at this other kid?
- **Emotional Reactivity**: “how I feel” – e.g. do you ever want to hurt someone?
- **Self-esteem**: e.g. I am an important person. Kids at school like me.
- **Empathy**: “relating to others” – e.g. I get upset when my friends are sad.
- **Aggressive behaviors**: e.g. I pushed other students. I called other students bad names. This child threatens others in order to get his or her way.

Implications & Associated Outcomes

- **Academic achievement/performance** (McCormick et al., 2015)
- **Decrease in aggressive behaviors** (i.e. less behavior referrals) (Augustyniak et al., 2009)
- **Healthy social relationships; less bullying behaviors** (Hernandez et al., 2016)
- **Whole-school programs = direct impact on school interpersonal climate** (Berg & Lawrence, 2015)
- **Moderating effect for students with conduct disorder and oppositional defiant disorder** (Mandy, W. et al., 2013)

Overview of social-emotional competence in K-12 students

**Why focus on developing social-emotional competence?**

- **How have you explained and justified it to skeptical administrators and teachers?**
Step it Up 2 Thrive

www.stepitup2thrive.org

20+ lessons available – free public access (middle-high school)

8 week modified version (elementary-middle school)

Research on Step it Up 2 Thrive

• Student social and emotional competency increased
• Teacher rated – use of positive strategies when facing adverse situations
  – Population: 2 year study; 59 seventh grade children
  (Alicea, Pardo, Conover, Gopalan, & McKay, 2011)

Step it Up 2 Thrive

1. Finding your “spark”
2. Risk factors
3. Delaying Gratification/Self-Control
4. Emotional Competence
5. Anger, Fear, & Pain
6. Destructive Language
7. Friendship/Friendemy
8. Termination/certificate ceremony

Safe Dates

Evidence-based curriculum (middle-high school)

Hazelden manual ($245)
- CT Coalition Against Domestic Violence/Training

10 sessions/50 minutes

Research on Safe Dates

• Adolescents’ ability to differentiate between caring, supportive relationships and controlling, manipulative, or abusive dating relationships
• Effect on caregivers’ level of motivation and engagement in preventing teen dating abuse (self-efficacy in talking about it, knowledge of dating abuse, communication skills with teen)
  • Population: mother and adolescent pairs (N=409); caregiver and adolescent pairs (N=324)
  • Adolescents were 12-16 years old, 64% female.
  (Foshee, Benefield, Dixon, Chang, Senkomago, Ennett, & Bowling, 2015)
  (Foshee, McNaughton Reyes, Ennett, Cance, Bauman, & Bowling, 2012)

Safe Dates

1. Defining caring relationships
2. Defining dating abuse
3. Why do people abuse?
4. How to help friends
5. Helping friends
6. Overcoming gender stereotypes
7. How we feel, how we deal
8. Equal power through communication
9. Preventing sexual assault
10. Reviewing the safe dates program
Optional: Dating abuse play and poster contest
Second Step

www.cfchildren.org  
Committee for Children

$359 per grade  
~$2000 for bundle (K-5 or 6-8)

22-28 lessons

Aligned with ASCA Mindset & Behavior Standards

Sample Lesson Concepts:

- Being respectful learners
- Using self talk
- Being assertive
- Identifying others’ feelings
- Showing compassion
- Managing anxiety
- Disagreeing respectfully
- Avoiding assumptions
- Resisting revenge
- Staying in control
- Norms and attitudes

Research on Second Step

- Self-reported delinquency decreased
  (bullying, cyberbullying, homophbic name-calling perpetration)
  - Population: preschool-4th grade children (N=165)
    - (Brown, Jimerson, Dowdy, Gonzalez, & Stewart, 2012)
  - Population: 36 schools, 6th grade children (N=3658)
    - (Espelage, Low, Polanin, & Brown, 2015)

MindUp

  - 3 Downloadable sample lessons; $24.99 for 3-grade set (K-2; 3-5; 6-8)
  - Strategies for focusing attention, self-regulation, building resiliency to stress

Too Good for Violence


  - Curriculum can be purchased by grade, ranging from $110-$190 per grade
Evidence-based practices

Mindfulness
- Non-judgmental awareness and acceptance of the present moment.
- Release of thoughts/worries of past & future

Relaxation Response
- Imagery/visualization
- Progressive muscle relaxation
- Meditation
- Breath focus
- Repetitive chants or mantra

Mindfulness Outcomes
- Test anxiety
- Academic performance
- Stress-coping
- Rumination, intrusive thoughts, emotional arousal
- Anger control

Yoga 4 Classrooms

www.yoga4classrooms.com
Elementary & Middle School (but could be modified for high school)
Card deck w/67 yoga & mindfulness-based activity cards ($32 on amazon.com)
Otherwise, you can do training (online or in person) and purchase lessons:
- 10 lesson in-classroom residency
- Parent/family education
- Staff

Yoga 4 Classrooms
Mindful Choice & Regulation

Anger
- Countdown to calm
- Gratitude relaxation
Distracted
- Bunny breath
- Washing machine
Hyperactive
- Balloon breath
- Candle glazing
- Peace crawl
Nervous
- Power breath
- Warrior pose

Balloon breath

Begin with a tall, straight spine. Close your eyes and place your hands gently on your lower belly. Imagine that your belly just turned into a balloon by breathing in through your nose. Feel your belly expand as your balloon fills with air. Slowly deflate your balloon by exhaling the stale balloon air out through your nose. Repeat 4-6 times. Notice how you feel.

Big Star

Begin in desk rest. Bring awareness to your breath. Imagine there is a big, beautiful star above your head. It is glowing bright and shiny, sending light out in every direction. The light is shining in your favorite color…maybe it’s purple, or blue, or even silver. Imagine what your very own star looks like...

Notice now that one of the biggest rays of light is streaming right down toward the top of your head. You feel the cozy, warm light touch the top of your head and it feels so nice. The light comes into your head and now your face, releasing all of your face muscles. Now, the light is traveling into your eyes…shoulders…arms. Feel the light as it moves down into your hands and fingers. The beautiful warm light now travels down from your chest…into your belly…then down through your legs…and finally into your feet and toes, relaxing them and filling them with light. Notice the light moves out from your heart and now your face, with each inhale, feel your heart getting bigger and bigger…brighter and brighter, filling up with love and warmth for all of the people you love, for all of the people and animals in the world, for all of your classmates and teachers, and especially for yourself. See the rays of light radiating out from your heart into the world around you. Let’s stay in this place for a little while, noticing how it feels to be filled with such love and light.

When you are ready, take a long, slow deep breath in through your nose. Exhale, “Haaa” through your mouth. Very, very slowly sit up now. Breathe in and out deeply once again, before gently opening your eyes. Notice how you feel.
References


