

Scaffolding children's social and emotional learning

Robin Banerjee

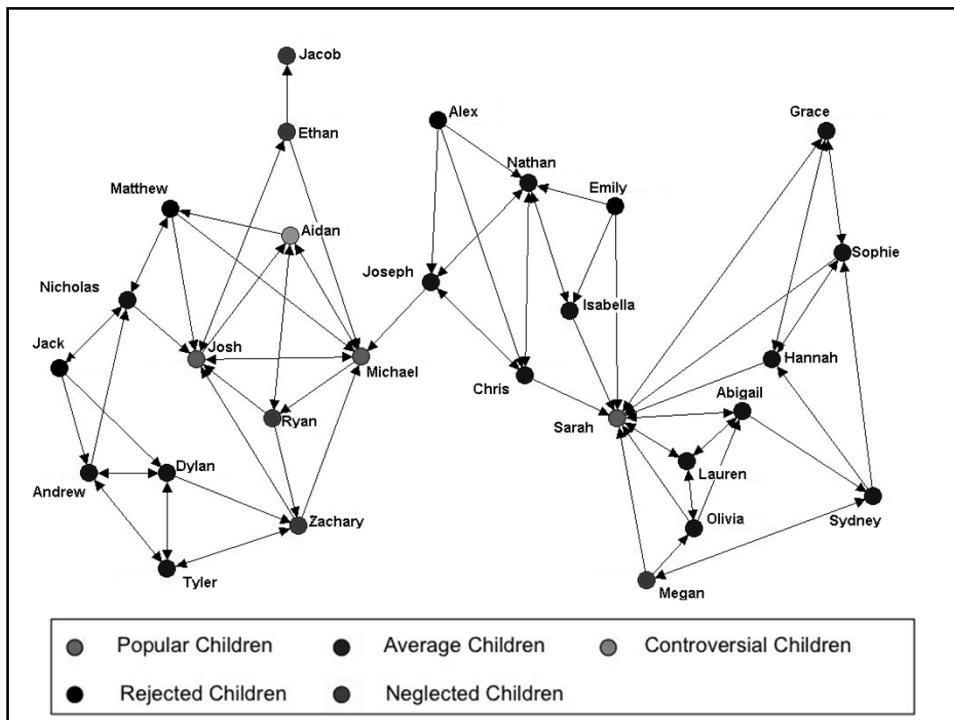
School of Psychology
University of Sussex
robinb@sussex.ac.uk

Emotional
well-being

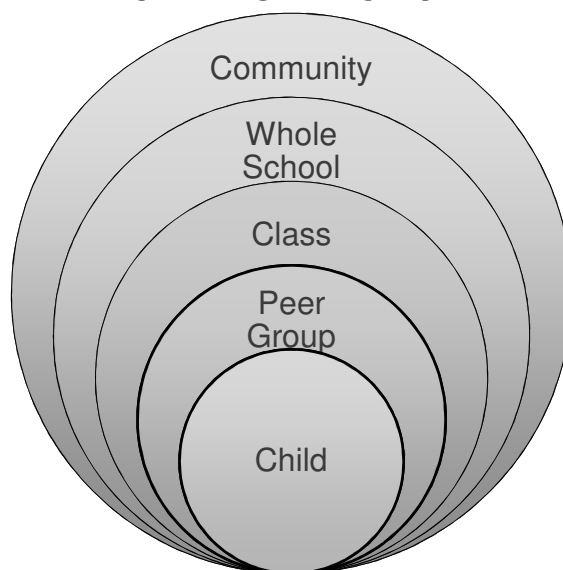
Social
relationships

Academic
engagement

Achievement
outcomes



Ecological model of the school environment



Provision Map

from *Working on Wellbeing* project in Bridgend and Vale of Glamorgan

| PROVISION <i>(Please fill in the provision that is available at your school presently before identifying the skills it promotes)</i> | Self-aware | | | | | Motivated and resilient | | | | Empathic | | | Sociable | | | | | Review of quality of implementation (C, R or I) | |
|---|---------------------------------|-----------------------------|---------------------------------|------------------------|--------------------|---|---|--------------------|------------------------------|-----------------------------------|---|------------------|------------------|---|---------------------------------|-----------------------------------|-------------------------|--|----------------------|
| | 1. To understand their feelings | 2. To understand themselves | 3. To understand their learning | 4. To have self-esteem | 5. Self-reflection | 6. How to identify and set goals, plan, persevere | 7. Good organizational skills and time management | 8. Manage emotions | 9. Learn from their mistakes | 10. Adapt to different situations | 11. Understands the thoughts and feelings of others | 12. Show empathy | 13. Trust others | 14. Appreciate other people and their diverse qualities | 15. Listening and communication | 16. Collaboration and team skills | 17. Relationship skills | | 18. Resolve conflict |
| Circle Time | ✓✓ | ✓✓ | | ✓✓ | ✓ | ✓ | | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | C |
| SEAL | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | R |
| AFL | | | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | | | | | | | ✓✓ | ✓✓ | | | C |
| Celebration Assemblies | | | | ✓✓ | | | | | | | | | | ✓✓ | | | | | R |
| Responsibilities | | ✓✓ | | ✓✓ | | ✓✓ | ✓✓ | | | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | | C |
| Playground Peer Support | ✓✓ | ✓✓ | | ✓✓ | ✓ | ✓ | | ✓✓ | | | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | C |
| School Council | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | R |

Key: SEL Skills 1-18
 ✓✓ = full coverage of skill
 ✓ = limited coverage of skill

Key: review of implementation
 I = improving
 R = refining
 C = celebrate

Banerjee et al. (2013) – Working with SEAL in the UK

Banerjee et al. (2013) – Working with SEAL in the UK

Whole-school
universal approach
to SEAL

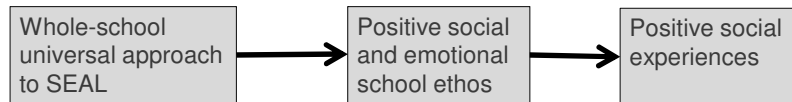
Banerjee et al. (2013) – Working with SEAL in the UK

Whole-school
universal approach
to SEAL

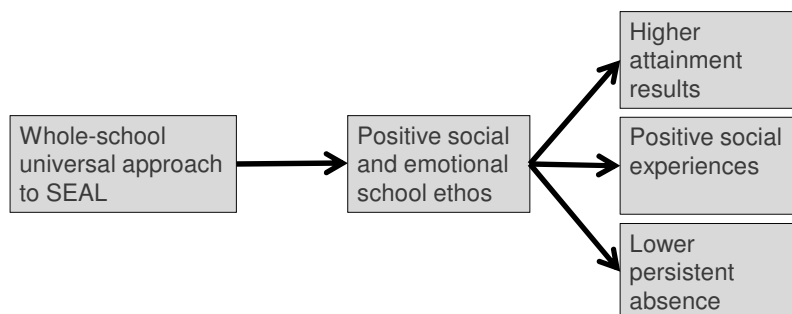


Positive social
and emotional
school ethos

Banerjee et al. (2013) – Working with SEAL in the UK



Banerjee et al. (2013) – Working with SEAL in the UK



Raising the profile

- Universal learning opportunities for *all* pupils (not just those needing targeted support)
- Integrated approach to behaviour, anti-bullying, well-being, and SEL, including whole-school system for celebrating successes
- Engagement of all staff, with delegation of responsibilities via SLT
- Dedicated time and an explicit focus (e.g., staff induction)

- Contextual supports, including:
 - CPD for staff
 - staff well-being
 - engagement with parents/families
- Use of nuanced data to identify needs, track progress, and inform action
 - staff as well as pupil perspectives

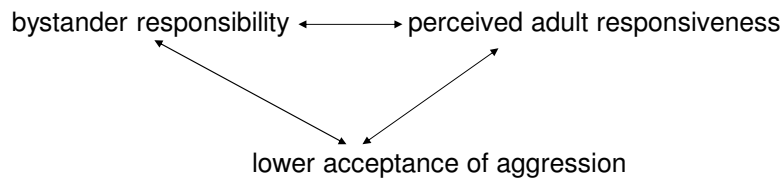
Bullying: The broader school context

- Ofsted (2012) report: *No place for bullying*
- Major emphasis on school culture and ethos, fostering of empathy and collective responsibility in pupils and staff
- Challenges of working with the wider community

Attitudes towards aggression at school

- in our study of 260 8- to 11-year-olds in Warwickshire:
 - lower perceptions of adult responsiveness in school
 - were related to
 - higher depression AND higher aggression
 - even after controlling for loneliness

- and in secondary school too...

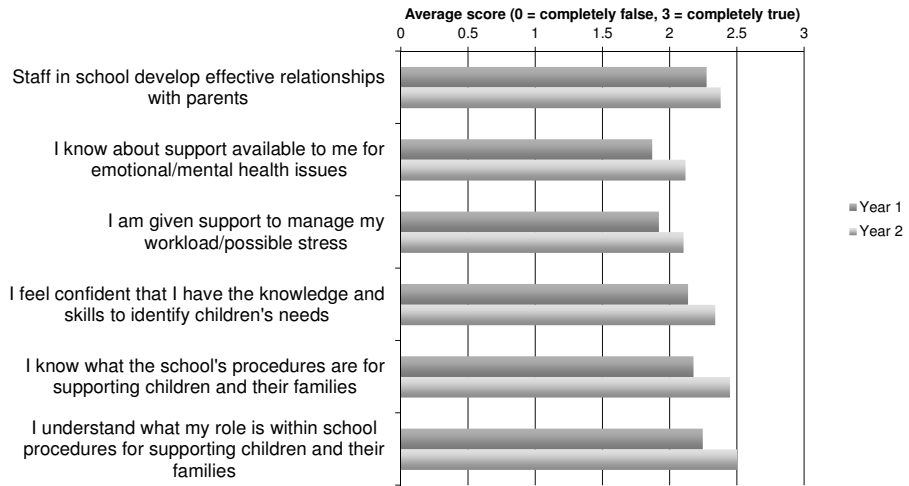


- and global self-worth was significantly correlated with perceived adult responsiveness

How does it look at the group level?

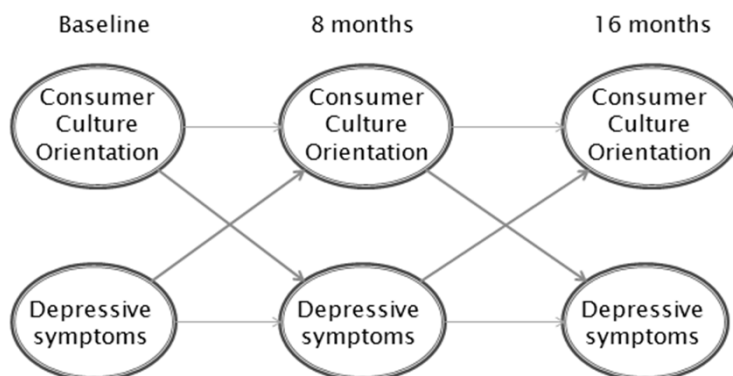
- In one of the groups in the Ofsted SEBS pilot survey:
- 24% of the pupils gave the statement "My school is a safe place to be" the lowest possible rating
- in four other pupil groups, it was 4% or less
 - 55% of the pupils gave the statements "Adults at my school stop pupils from being bullied" the lowest possible rating
- in four other pupil groups, it was 10% or less
 - the pupils received the **highest average teacher rating for aggressive behaviour** across all the participating schools
 - the pupils themselves reported the **highest average levels of difficulties with responding assertively** to bullying.

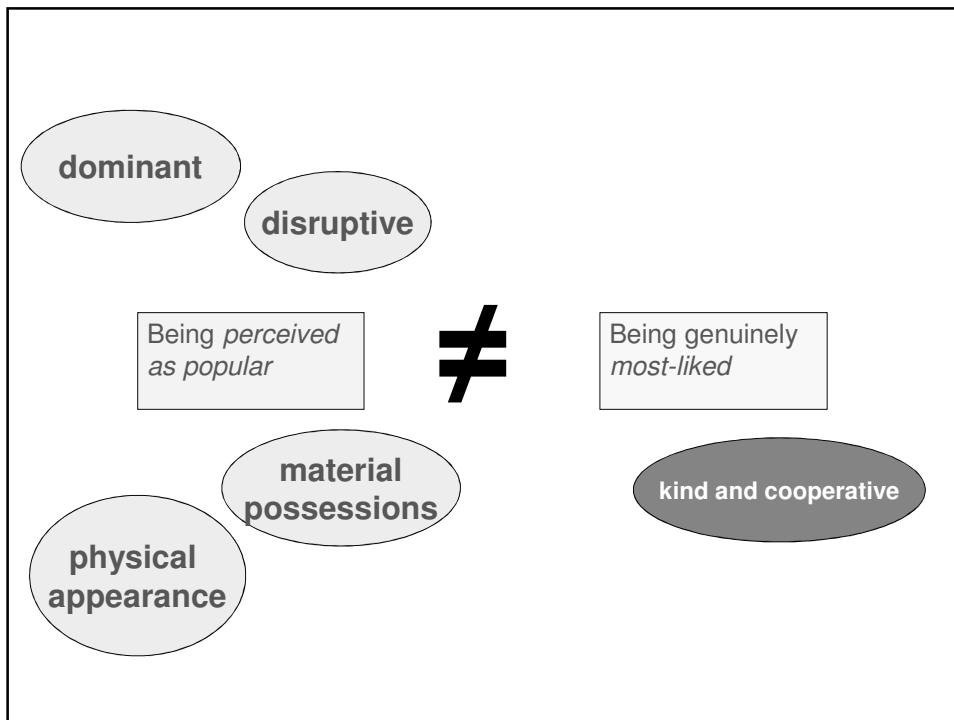
Staff survey from B&H TaMHS



Living in a material world

- Dittmar & Banerjee, Leverhulme Trust grant (2010-2013)
 - children's internalisation of consumer culture ideals and impact on well-being
 - major longitudinal survey study, interviews, experiments
 - particular focus on combination on 'extrinsic motives' (e.g., to improve social status)
- initial studies showed significant link between:
 - extrinsic motives
 - consumer culture values
 - low well-being(Easterbrook et al., 2013)





And what about learning?

Ku et al. (2012)

- cross-sectional and longitudinal evidence from Hong Kong teenagers
 - Materialistic value orientation predicts:
 - decreased mastery learning goals
 - increased performance goals
- AND
- declining exam performance

Ku et al. (2013)

- experimental evidence where children are primed with a materialistic child's video diary
 - less likely to choose a challenging learning task

AND

- less likely to persist with the task!

- Children are exposed to a complex array of messages that influence their core beliefs and values
- These are brought into the school context, particularly via the peer group
- Schools have a crucial opportunity to address these processes
 - promoting critical awareness of media messages
 - promoting intrinsic rather than extrinsic goals

New work

- Emotion socialisation – with Esther Goodwin Brown, Amy Perry, and Ambre Carstairs
 - 23 dyads: parents reading wordless picture book with their children
 - links with peer play patterns and empathy in 4- to 7-year-olds





#10

- P: Oh no! What's happened now?
- C: He's biting the other frog.
- P: Is he really?
- C: Yeah.
- P: 'gasp' look, what part of the frog is he biting?
- C: His leg.
- P: His leg! Is that kind?
- C: No.
- P: No not at all is it? Look look at the boy's face. How does he look?
- C: Sad.

- P: Mmm, sad. He looks a bit worried as well doesn't he? I think he likes the little frog, I don't think he wants to see him getting hurt, does he? Why might have that big frog have done that then?
- C: Because he doesn't like the little frog.
- P: Ah do we know why?
- C: (shakes head)
- P: We don't know why do we?
- C: No.
- P: He's just decided that he doesn't like him.
- C: No.

- P: No, that's strange isn't it? Because he doesn't really know the little frog, he hasn't got to know him yet has he? Now what's happening look?
- C: They're all telling the frog off.
- P: Mmm, how do you know they're telling him off?
- C: Because he's been naughty.
- P: Yeah, he has been naughty because we saw him being naughty. How do you know then that they're telling him off, what are they doing?
- C: Because the dog's growling at him
- P: Yep, what's the boy doing?
- C: Telling him off.
- P: What's he doing with his finger?
- C: Shouting.

- P: Oh he's shouting is he? He's got his mouth open so he could be shouting. What's he doing with his finger?
- C: I don't know.
- P: He's pointing it like that (demonstrates)
- C: Yeah.
- P: Sometimes people do that when they feel a bit cross don't they?
- C: Yeah.
- P: Yeah.

#3

- P: 'gasp' what's that frog doing to the other frog?
- C: 'shrugs shoulders'
- P: He's having frogs legs isn't he? For tea 'laughs'.
- C: The boy says mmmmm because the big frog is biting his foot and the dog and the tortoise are looking upset for him, but then the boy, the dog and the tortoise are putting him on the naughty step.
- P: The naughty step?
- C: But the dog was like grrrr.
- P: 'laughs' Oh dear, right okay this is obviously, so they've obviously gone for a walk.

#6

- P: [gasp] Ouch! Don't bite my leg. Very sharp. And the big frog gets to sit on the naughty step, what a naughty froggy! The doggy's cross, the tortoise is cross. [turns page] now let's go on an adventure, I have my sword to protect us and off they go.

- preliminary analysis showed:
 - *parent guidance* (questions and socialising responses) strongly related to child's performance on Test of Emotion Comprehension
 - but not correlated with teacher-rated peer play patterns

New research on school climate

- Work with the Samaritans on DEAL (for KS4 PSHE)
 - Tackling mental health stigma
 - Promoting help-seeking

- Diego Carrasco
 - Teacher turnover
 - Democratic values
 - Student attainment

New research with targeted groups

- Fidelma Hanrahan
 - School-excluded pupils
 - Young offenders
 - Low school attendance

- Impact of creative arts interventions
- Impact of family coaches

- Helen Drew (*in partnership with Nikki Luke at Rees Centre in Oxford*)
 - Children in care
 - Mental health over the transition to secondary school
 - Virtual School provisions

Conclusions

- Discussion questions
 - what SEL strategies are most effective?
 - what? how? in what contexts?
 - interface between family and school support?
 - ideal? obstacles? facilitators?
 - vulnerable groups (atypical development, early trauma, disaffection etc.)
 - how does it affect all of the above?