

## SERC Library: Topical Literature Search

### The Positive Impact of Social and Emotional Learning (SEL): Facilitating School/Classroom Success for Children/Youth At Risk April 2018

This resource guide, which is one of a series in this topic, includes research and other recent informative articles pulled from literature and the Library's educational database service for schools, programs, service providers and families focusing on the reciprocal connection between social and emotional learning (SEL) and increased academic achievement for children and youth in diverse early care and classroom settings in ways that support and engage all learners to be successful. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

#### **Introductory Article:**

#### **Developing a Tiered Response Model for Social-Emotional Learning through Interdisciplinary Collaboration**

Maras, M. A., Thompson, A. M., Lewis, C., Thornburg, K., & Hawks, J. (2015). Developing a Tiered Response Model for Social-Emotional Learning Through Interdisciplinary Collaboration. *Journal Of Educational & Psychological Consultation*, 25(2/3), 198-223. doi:10.1080/10474412.2014.929954

A tiered response model for social-emotional learning (SEL) is needed to address the significant mental health needs of young people in this country. In collaboration with other school mental health professionals, school psychologists have a unique expertise that situates them to be systems change agents in this work. This article describes a pilot project that focused on augmenting existing SEL services with SEL assessment within a tiered system of support in one elementary school.

Using a consultation-based model grounded in principles of empowerment evaluation, an interdisciplinary school team used SEL data collected during one school year to inform the delivery of SEL interventions and supports. Data from SEL, academic, and behavioral assessments were examined retrospectively to illustrate the potential value of integrating assessments and interventions across domains. The discussion offers implications for ongoing efforts to develop and implement tiered response models through interdisciplinary collaboration among school mental health professionals.

#### **To learn more:**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=103223641&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

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- Reilly, N. N. (2017).** THE BONDS OF Social-Emotional Learning. *Educational Leadership*, 75(4), 56.
- Riley, B. (2018).** A Better Approach to School Discipline: How restorative practices can help decrease disciplinary referrals and increase students' social-emotional skills. *Principal*, 97(3), 14.
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### Links to Information

**A Better Approach to School Discipline: How restorative practices can help decrease disciplinary referrals and increase students' social-emotional skills**

<http://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=127521652&site=eds-live&scope=site>

**Brief Report: Integrating Social-Emotional Learning with Literacy Instruction: An Intervention for Children at Risk for Emotional and Behavioral Disorders**

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1023793&site=eds-live&scope=site>

**Integrating social studies and social skills for students with emotional and behavioral disabilities: A mixed methods study**

<http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0885985X16301115&site=eds-live&scope=site>

**Social and Emotional Learning as a Public Health Approach to Education**

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=123568099&site=eds-live&scope=site>

**Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children**

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=121659156&site=eds-live&scope=site>

**Social-Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=792400&site=eds-live&scope=site>

**Social-Emotional Learning Program to Reduce Bullying, Fighting, and Victimization Among Middle School Students With Disabilities**

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=109379240&site=eds-live&scope=site>

**Social Emotional Rescue**

<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=121139802&site=eds-live&scope=site>

**The application of social-emotional learning principles to a special education environment**

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=91262424&site=eds-live&scope=site>

**The Bonds of Social-Emotional Learning**

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=128250335&site=eds-live&scope=site>

**Towards a Critically Conscious Approach to Social and Emotional Learning in Urban Alternative Education: School Staff Members' Perspectives**

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=113858533&site=eds-live&scope=site>

**Understanding How Social and Emotional Skill Deficits Contribute to School Failure**

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=54306026&site=eds-live&scope=site>

**When trauma hinders learning**

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=128243967&site=eds-live&scope=site>