

Chapter 2

Social–Emotional Learning Spanning P–12 Through Higher Education: SEL Instruction From Primary Through Post–Secondary

Erik Januszkiewicz

Old Bridge Township Public Schools, USA

Joan M. McNichol

Harrison Public Schools, USA

Lorraine Anne Martin

Old Bridge Township Public Schools, USA

Patricia Sainvilus

Saint Peter's University, USA

Tracy Mulvaney

 <https://orcid.org/0000-0001-7332-7512>

Monmouth University, USA

ABSTRACT

This systematic review examines the strengths and challenges of social-emotional learning (SEL) programming from primary through postsecondary grades. SEL programs are school-based preventive interventions that aim to improve individuals' social emotional skills and behavioral development. CASEL's seminal work on SEL are contextualized using the universal anti-social behavior of bullying. Additionally, the chapter looks at equity issues that address both students in special education and those in higher education that relate to SEL and culturally responsive teaching (CRT). The chapter will conclude with practical strategies that can be used to support SEL and CRT for teachers and students.

DOI: 10.4018/978-1-6684-7227-9.ch002

INTRODUCTION

Social-Emotional Learning (SEL) programs are the forefront trend in education. SEL is defined as the process through which individuals acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Goleman et al., 1994). The term SEL was coined in 1994 by a group of educational professionals named the Collaborative for Academic, Social and Emotional Learning (CASEL). This organization is responsible for the seminal research and work in the study and education of SEL. Originally organized for P-12 students, the competencies evolved over time to reach students in postsecondary settings. In fact, it's logical to conclude that the five CASEL SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making would be appropriate to continue to develop and improve throughout the life span (Goleman et al., 1994).

Since SEL's birth in 1994, an abundance of research and programming has been directed at SEL skill development. Research authenticates that students exposed to SEL maintain positive attitudes, have improved test scores, and experience decreased emotional stress (Atwell & Bridgeland, 2019; Comer, 1988, 2019; Comer & Emmons, 2006; Durlak et al., 2011; Goleman et al., 1994; Greenberg et al., 2017). When educational professionals teach lessons centering around social-emotional learning, they are providing valuable life skills that can be infused throughout all aspects of life.

As purposeful instruction, Social Emotional Learning (SEL) can be explicitly taught (Schonert-Reichl, 2019). With a broad range of strategies and activities to enhance the social and emotional needs of students in educational settings, recognized programs have been instituted across North America, Europe, Asia, and Australia (Evansa et al., 2016; Mahoney et al., 2018). As a result, improvements have been profound in terms of attitudes, self-image, academic achievement, and mental health among students from kindergarten through high school (Sklad et al., 2012; Taylor et al., 2017). These skills carry on with students after high school graduation through employment and/or postsecondary education.

This chapter provides the background of SEL instruction. It then contextualizes the five CASEL SEL competencies through the anti-social behavior of bullying (and cyberbullying). This behavior, which transcends all ages and environments, was selected to provide relevancy. Next, the chapter examines equity issues by including SEL as it relates to both students in special education and those in postsecondary programs who come from marginalized backgrounds. Finally, the chapter provides one instructive and three universal strategies to help individuals mitigate lapses in the five CASEL competencies. The overall goal of the chapter is to inform readers of issues and strategies across academic levels that impact the development and practice of the five CASEL competencies using relevant topics such as bullying and equity.

BACKGROUND

In SEL programs, an integral part of education and human development, are the five core competencies of social-emotional learning reviewed from above: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL.org, nd). The characteristics of each competency are adapted in Figure 1 (Characteristic of CASEL's Five SEL Competencies). In the world of education, relationship skills and responsible decision-making are a must when applying any social

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/social-emotional-learning-spanning-p-12-through-higher-education/321380

Related Content

Generative AI Implementation and Assessment in Arabic Language Teaching

Mozah H. Alkaabiand Asma Saeed Almaamari (2025). *International Journal of Online Pedagogy and Course Design* (pp. 1-18).

www.irma-international.org/article/generative-ai-implementation-and-assessment-in-arabic-language-teaching/368037

A Study of Person-Technology Fit in the Cloud Computing Classroom

Jin-Han Yong, Wen-Lung Shiauand Avus CY. Hou (2017). *International Journal of Online Pedagogy and Course Design* (pp. 1-16).

www.irma-international.org/article/a-study-of-person-technology-fit-in-the-cloud-computing-classroom/181809

E-Leadership in the New Century

Viktor Wang (2012). *Encyclopedia of E-Leadership, Counseling and Training* (pp. 12-22).

www.irma-international.org/chapter/leadership-new-century/58424

Game-Based Pilot System for English Learning

Kuo-Chen Li, Cheng-Ting Chen, Hui-Chih Wangand Jia-Sheng Heh (2012). *International Journal of Online Pedagogy and Course Design* (pp. 86-99).

www.irma-international.org/article/game-based-pilot-system-english/65742

Designing Counter-Narratives: Constructing Culturally Responsive Curriculum Online

Xeturah M. Woodley, Gaspard Mucundanyiand Megan Lockard (2017). *International Journal of Online Pedagogy and Course Design* (pp. 43-56).

www.irma-international.org/article/designing-counter-narratives/164973