Overview

- What is social and emotional learning?
- What is mindfulness?
- What does the research say?
- The MindUP™ program
- How is mindfulness related to self-regulated learning?
- What is self-regulation?
- What does self-regulated learning look like in classrooms?
- Where do we go from here?

What is Social Emotional Learning (SEL)?

- The process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors. (Elias et al., 1997)

SEL- Core Competencies

Self-Awareness
- Identifying emotions
- Accurate self-perception
- Recognizing strengths & limitations
- Self-confidence
- Self-efficacy
- "Growth mindset"

SEL- Core Competencies (2)

Self-Management
- Emotion regulation
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills
SEL- Core Competencies (3)

- Self Management
- Relationship Skills
- Responsible Decision-Making
  - Identifying problems
  - Analyzing situations
  - Solving problems
  - Evaluating consequences
  - Reflecting
  - Ethical responsibility

SEL- Core Competencies (4)

- Self Management
- Relationship Skills
- Responsible Decision-Making
  - Healthy relationship building
  - Communication
  - Cooperation/Teamwork
  - Conflict resolution
  - Seeking help & offering support
  - Social engagement

SEL- Core Competencies (5)

- Self Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Social Emotional Learning Outcomes

Meta-analysis of school-based SEL programming (Durlak et al., 2011) found participants displayed:

- Increased social & emotional skill development
- Emotion recognition & regulation
- Stress management
- Empathy
- Problem solving & decision making
- Decreased emotional distress
- Enhanced behavioural adjustment
- Increased prosocial behaviour
- Fewer conduct problems
- Significantly improved academic performance
- 11% increase in achievement

"Just as important as the SEL competencies are the contexts for teaching them, the overall educational environment. SEL is not a single program or teaching method. It involves coordinated strategies across classrooms, schools, homes, and communities." - CASEL

CASEL MODEL OF SOCIAL EMOTIONAL LEARNING
Social Emotional Learning Outcomes

- Social-emotional skills measured in early childhood have been associated with positive outcomes in adulthood (Jones, Greenberg, & Crowley, 2015)
- Higher teacher-rated prosocial skills in kindergarten were predictive of well-being 13-19 years later:
  - Obtaining stable, full time employment
  - Graduating high school on time
  - Completing a post-secondary degree
  - Receiving public assistance (inversely predictive)
  - Involvement with the criminal justice system (inversely predictive)

SEL Programming - What Works?

**Program Duration & Dosage:** Sufficient Length, Sufficient Breadth

**Program Design:** Effective Training Procedures (SAFE)

**Program Delivery:** Efficacy of School Staff

**Program Execution:** Implementation Quality & Fidelity

- S- Sequenced
- A- Active
- F- Focused
- E- Explicit

Mind Full OR Mindful?

Perspectives on Learning: MindUP™ as Scaffolding for Young Children’s Self-Regulation for Learning

What is Mindfulness?

Mindfulness refers to individuals’ conscious awareness of their thoughts and actions in the present moment without judgement (Brown & Ryan, 2003; Kabat-Zinn, 2007; Lawlor et al., 2014).

What is Mindlessness?

Mindlessness is described as an inactive state of mind characterized by overlearned, automatic behavior (Luttrell et al., 2014).

What Does The Research Say?

Perspectives on Learning: MindUP™ as Scaffolding for Young Children’s Self-Regulation for Learning
Mindfulness Research Findings-1

Dispositional mindfulness is:

- Positively associated with behaviour inhibition (Oberle et al., 2011), optimism, and positive affect (Lawlor et al., 2013).
- Negatively associated with anxiety and depression (Lawlor, et al., 2013).

SEL & Mindfulness Conceptual Framework

MindUP™ Research Framework

MindUP™ Program Overview
### MindUP™ Program Goals

- Fostering mindful awareness through focused attention.
- Increasing prosocial behavior, positive conflict resolution skills, and decrease bullying and aggressive behavior.
- Fostering children's happiness and positive well-being.
- Supporting the development of a warm and caring classroom climate.
- Supporting teachers to make more accurate judgments of student behavior and improving their ability to focus attention, think, and solve problems.

### MindUP™ Unit I: Getting Focused

**Prefrontal Cortex**
- Executive functions (focusing attention, working memory, behaviour inhibition).
- Higher order processes (e.g., metacognition, problem solving).

**Amygdala**
- Readies body for action (e.g., fight, flight, freeze) based on a perceived threat.

### MindUP™ Unit II: Sharpening Your Senses

- Mindful Tasting Exercise

### Perspectives on Learning: MindUP™ as Scaffolding for Young Children’s Self-Regulation for Learning

#### Where Does SRL Fit?

SEL

- MindUP™
- SRL

**SR predicts success in school more powerfully than IQ and knowledge of math or reading upon school entry** (Blair & Razza, 2007).

**Children who display poor SR upon school entry tend to have problems adjusting to school, relating to their peers and teachers, and performing academically** (Richard & Rimm-Kaufman, 2009).

**Students benefit from instruction that supports SR, especially boys, and students with exceptional learning needs** (Diamond & Lee, 2011).

#### Why Is Self-Regulation Important?

**What Is Self-Regulation?**

Individuals’ abilities to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2008).
What Do Children Regulate In Classrooms?

- Emotions (e.g., excitement, frustration, anger).
- Learning and engagement in tasks/activities.
- Interpersonal interactions using self-awareness and social competence.

(Hutchinson, 2013)

Self-Regulated Learning Involves

- Working Memory
- Attention Focusing
- Behaviour Inhibition
- Metacognition
- Motivation
- Strategic Action

Executive Functions

(Perry et al., in press)

Self-Regulated Learning

<table>
<thead>
<tr>
<th>SRL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognition</td>
<td>Makes realistic evaluations of his/her performance on a task.</td>
</tr>
<tr>
<td>Motivation</td>
<td>Is willing to try challenging tasks.</td>
</tr>
<tr>
<td>Strategic Action</td>
<td>Moves to a quiet space to work.</td>
</tr>
</tbody>
</table>

MindUP™ Unit III: It’s All About Attitude

- Appreciating Happy Experiences Exercise

What Features of Classroom Contexts Can Afford Opportunities for SRL?

- Complex academic tasks
- Meaningful choices & control over challenge
- Non-threatening evaluations and self-evaluations of learning
- Instrumental forms of teacher and peer support
- Participation in a community of learners

(Amers, 1992; Brown & Campione, 1994; Hutchinson, 2013; Perry, 1998; Turner, 1995; Stipek et al., 1992)

The Volcano Task

The volcano task was part of a larger unit of study on nature that had been taking place in Teresa's classroom approximately four weeks prior to the observation.

Children were learning about features of different landscapes/terrains (e.g., deserts, mountains, volcanoes, jungles), insects, and animals.

(Hutchinson, 2013)
**Task Goals**

- Hone reading skills.
- Learn to follow directions.
- Practice collaboration and develop social skills.
- Learn about the scientific method.
- Generate hypotheses based on children’s prior knowledge/learning of volcanoes.
- Describe what they observed when they carried out the volcano experiment.

**Autonomy & Competence**

<table>
<thead>
<tr>
<th>Choice</th>
<th>Challenge</th>
<th>Self-evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can decide to work by yourself or with friends.”</td>
<td>Children could choose what they learned.</td>
<td>Children could choose how to present information they learned.</td>
</tr>
<tr>
<td>What do you notice about [the behavior of] other children [when they are working together].”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instrumental Support**

<table>
<thead>
<tr>
<th>Teacher Support</th>
<th>Peer Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could you [approach the peer to] say how you feel?”</td>
<td>“See if you can solve the problem on your own”</td>
</tr>
<tr>
<td>“See if you can solve the problem on your own”</td>
<td>“We’re almost out of baking soda so we should leave some for people who haven’t had a chance [to try out the volcano experiment]”</td>
</tr>
</tbody>
</table>

**Non-Threatening Evaluations and Self-Evaluations of Learning**

Children summarized their work and learning in their learning journals.

Children could write and/or draw what they had learned; they also had the opportunity to photograph their work and describe their learning.

**Summary**

- Mindfulness may support children to access the higher order processes involved in SRL.
- Mindfulness may provide teachers with the freedom of mind they need to adapt their teaching practices to support students’ SRL.
- SEL requires the coordination of strategies to support teachers to meet the needs of all children.

**Future Research**

- Experimental and longitudinal research designs are needed to examine effects of mindfulness training on children’s SEL over the long-term (Schonert-Reichl et al., 2014).
- Classroom based studies can provide ecologically valid evidence describing how mindfulness effects the tasks, practices, and behaviors that occur in classroom contexts.
**Where Do We Go From Here?**

Trauma Informed Framework + MindUP™

**MindUP™**
Unit IV: Taking Action Mindfully

- Gratitude Exercise

THANK YOU!

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