



TEACHERS' COMPETENCE IN SEL AS A PREDICTOR OF STUDENTS' WELL-BEING AND ACADEMIC LEARNING OUTCOMES

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#Educational psychology
#Phenomenon Based Learning
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INTRODUCTION

- Modern learning psychology emphasizes the importance of teachers facilitating their pupils' with life skills providing a healthy and meaningful life.
- This requires sufficient social and emotional competence on behalf of the teacher



INTRODUCTION

- Social learning theory: People tend to display behaviors that are learned either intentionally or inadvertently, through the influence of example. By looking at adults, young people determine appropriate and acceptable behavior as well as to identify the models of who they want to be. (Bandura 1977).
 - Later, self-efficacy & promoting agency (Bandura 2006)

BASIC SKILLS NEEDED IN SUPPORTING STUDENTS WELLBEING AS WELL AS ACADEMIC LEARNING



Interactional skills

Knowledge of the substance being taught

Awareness of the process

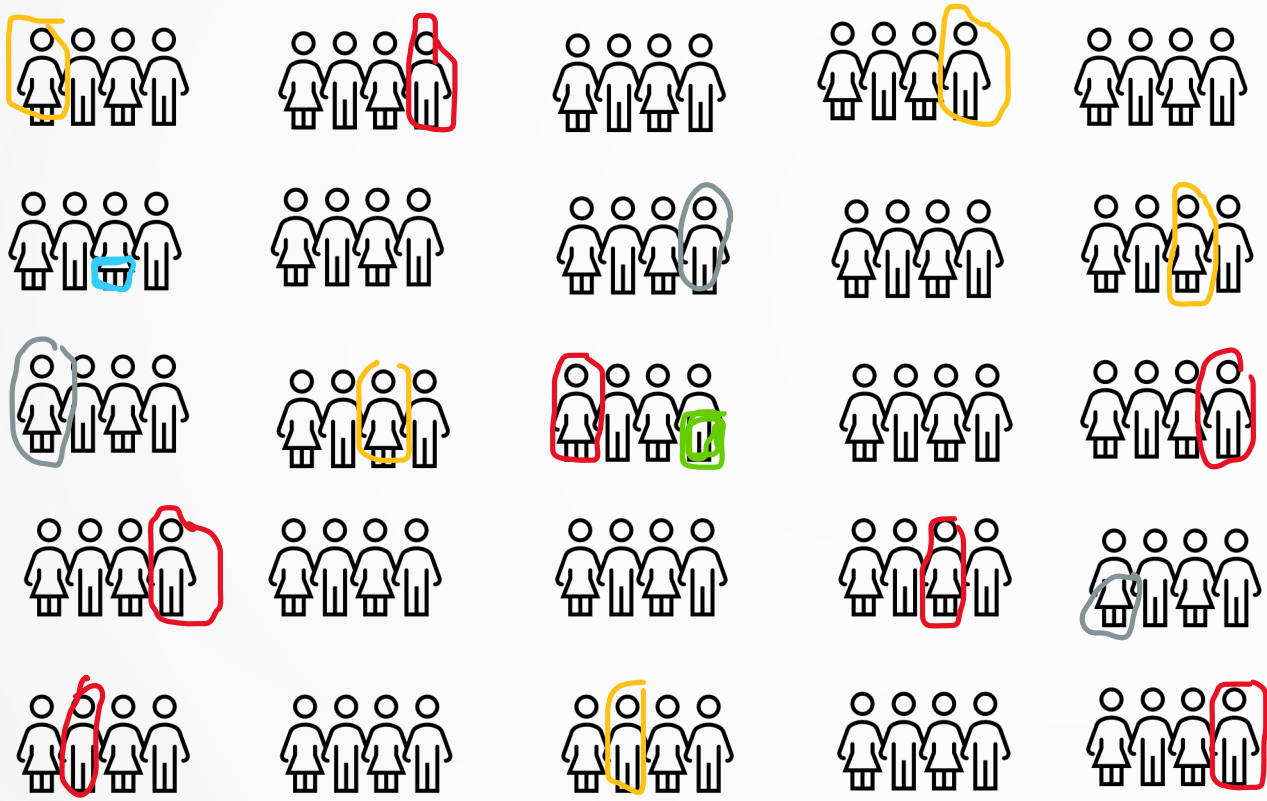
Awareness of the origins of different challenges in learning

Use of different, pedagogic means in supporting learning outcomes

Solution focused way of thinking



ORIGINAL REASON FOR THE NEED OF ADDITIONAL SUPPORT VARIES



- Adhd/ add 4-10%
- Learning disability 5%
- Tourette 5%
- Autism 0,5-1 %
- FASD 1-5%
- Anxiety related challenges to mental health 10-15%.
- Depression 10%
- Loneliness girls 25%, boys 10%

Amount of children and adolescents benefitting from socially and emotionally skilled adults 100 %



MENTALIZATION IS NEEDED FOR BUILDING A COMMON UNDERSTANDING

The ability to look at things from the standpoint of one's own experiences and perspective

Includes motives, emotions, needs, wishes and intentions etc

Helps in stabilizing emotions as well as relations and in reducing stress induced by conflictst

Interactional experiences are a prerequisite to developing the ability for mentalisation and the theory of mind.

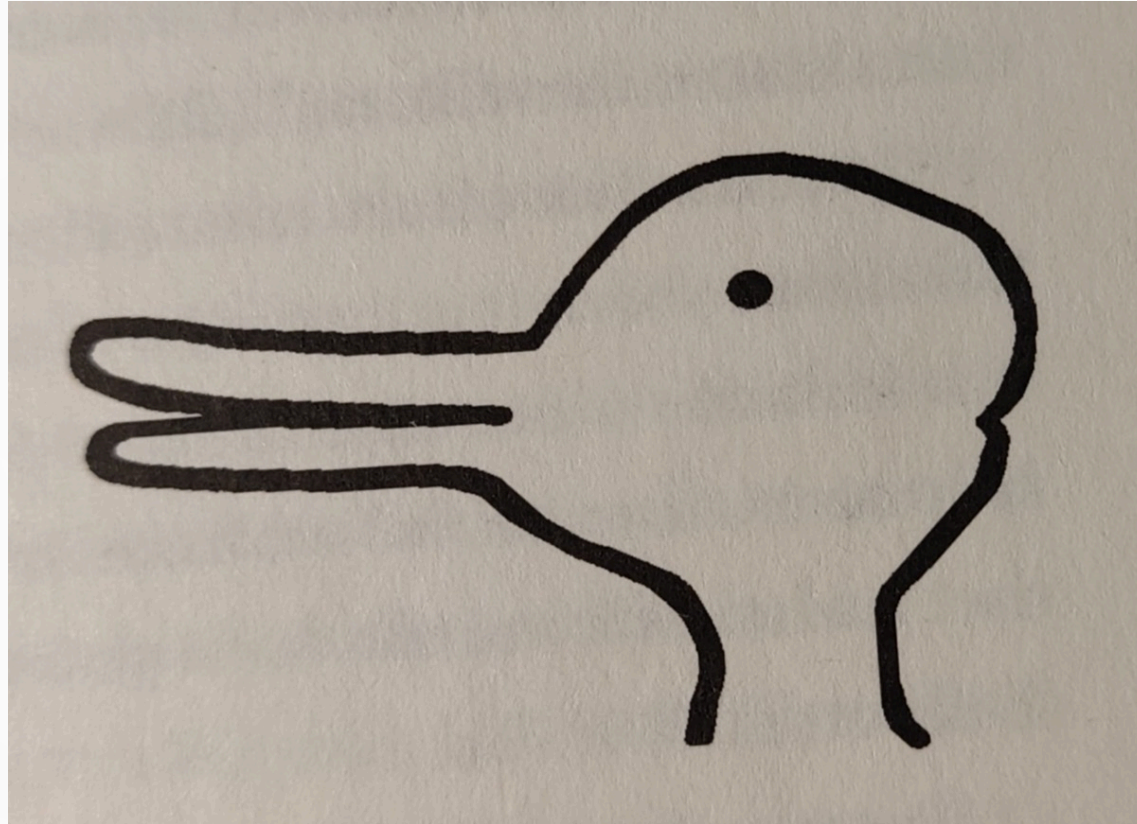
In order to be able to understand what another person has in mind, one must first be able to understand what goes on in his/her own mind.

Ones own understanding guides the observations we make.





WE SEE WHAT WE THINK WE ARE SEEING

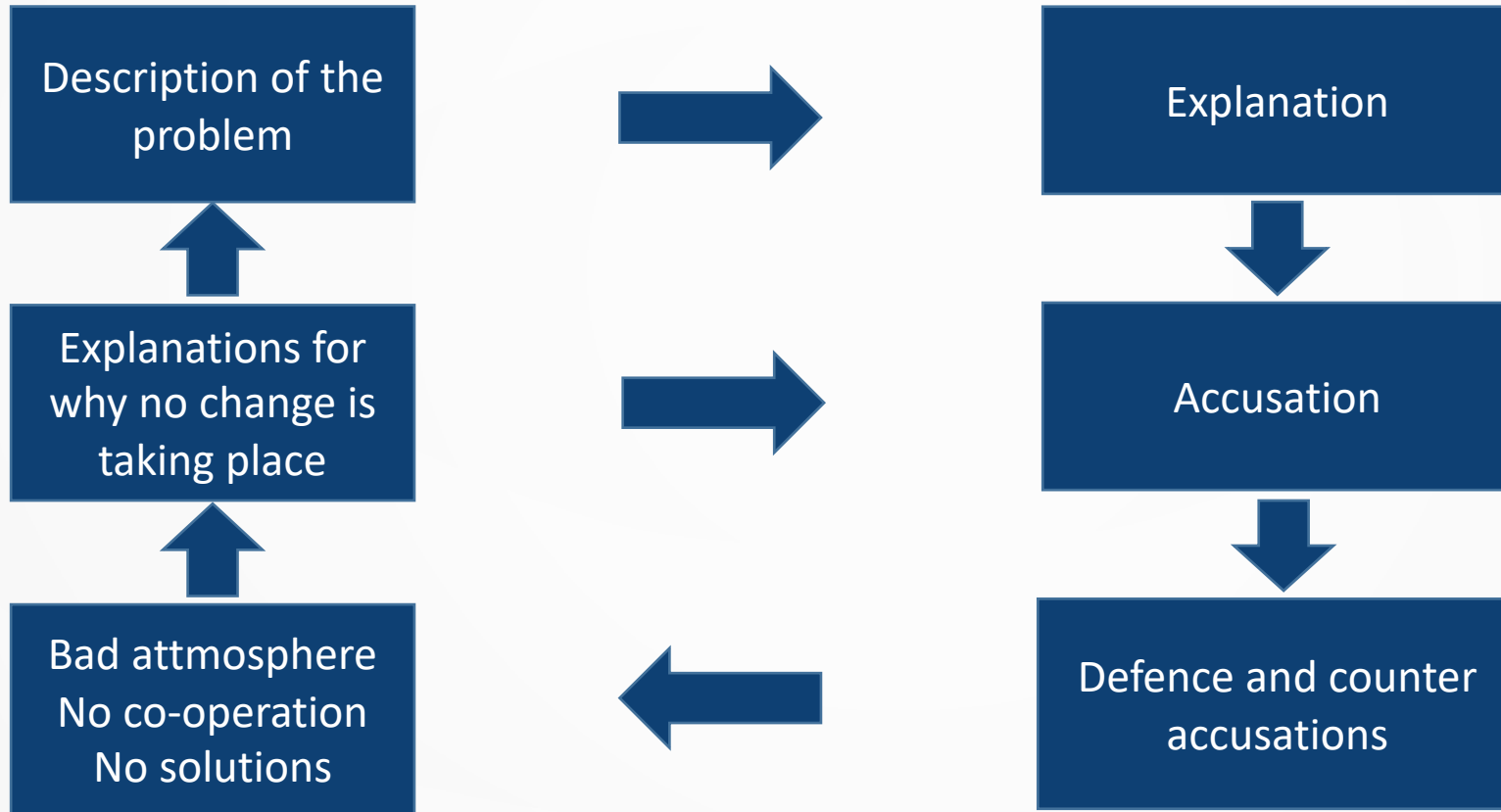




PROBLEM FOCUSED VS SOLUTION FOCUSED APPROACH

Problem focused (No SEL present):

Any experiences?



Attribution

(Has to do with Fixed Mindset –Growth Mindset)



THE RISK OF PROBLEM FOCUSED APPROACH

- Thoughts concentrate on failure
 - Motivation diminishes
 - Self-image gets stigmatized
- Problem based vocabulary occupies more and more space
- Defences get activated in students, in their parents and in teachers
- There is a danger of permanently stigmatizing a child based on some qualities
- The mental work load feels heavier

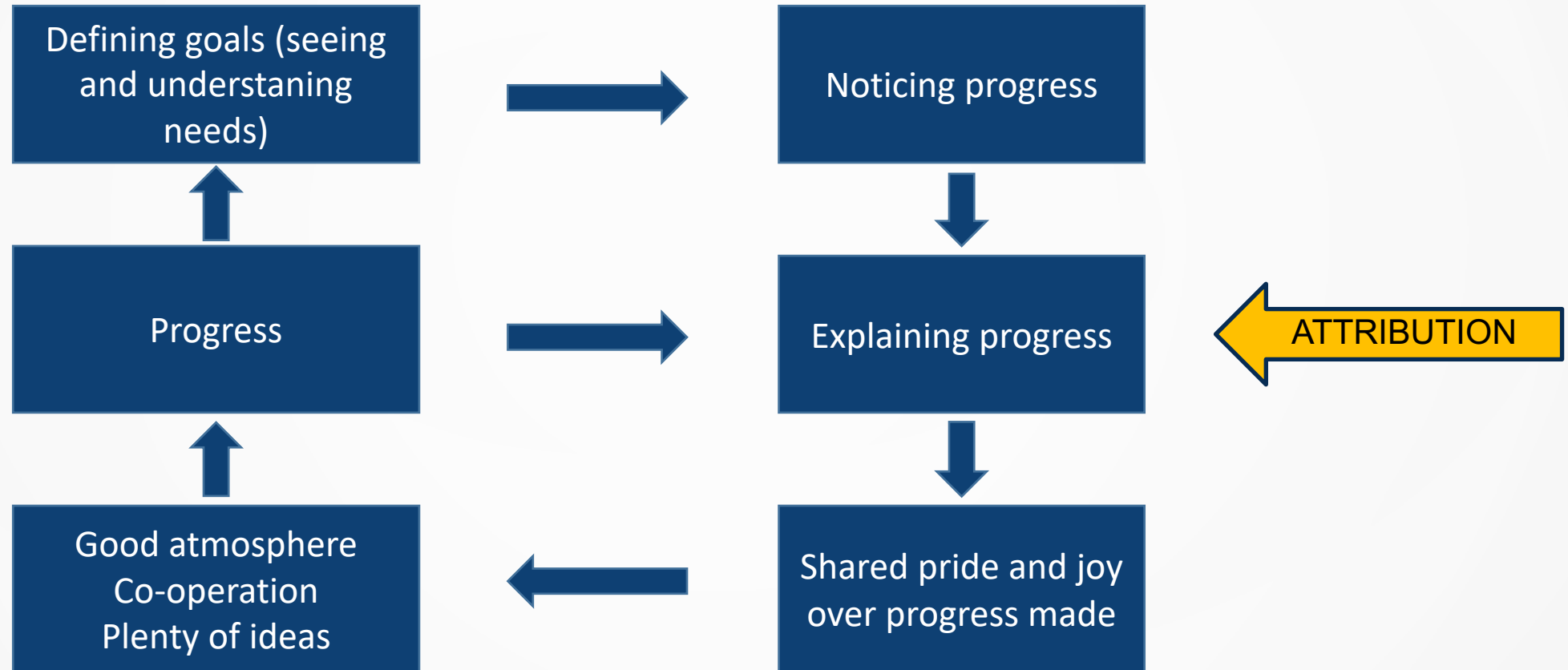


It could be more fruitful to think, what circumstances or situations would require some sort of a solution. And would the solution be teaching a new skill to the child or changing the circumstances to better fit the needs of the child or maybe dividing the goals or objectives in a manner they would be easier to understand?



SOLUTION FOCUSED APPROACH

Solution focused (SEL present):





SOCIAL AND EMOTIONAL LEARNING (SEL)

(ELIAS ET AL., 1997, CASEL 2013)

- The core components of social and emotional skills (SEL):
 - self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Elias et al., 1997/ Casel).



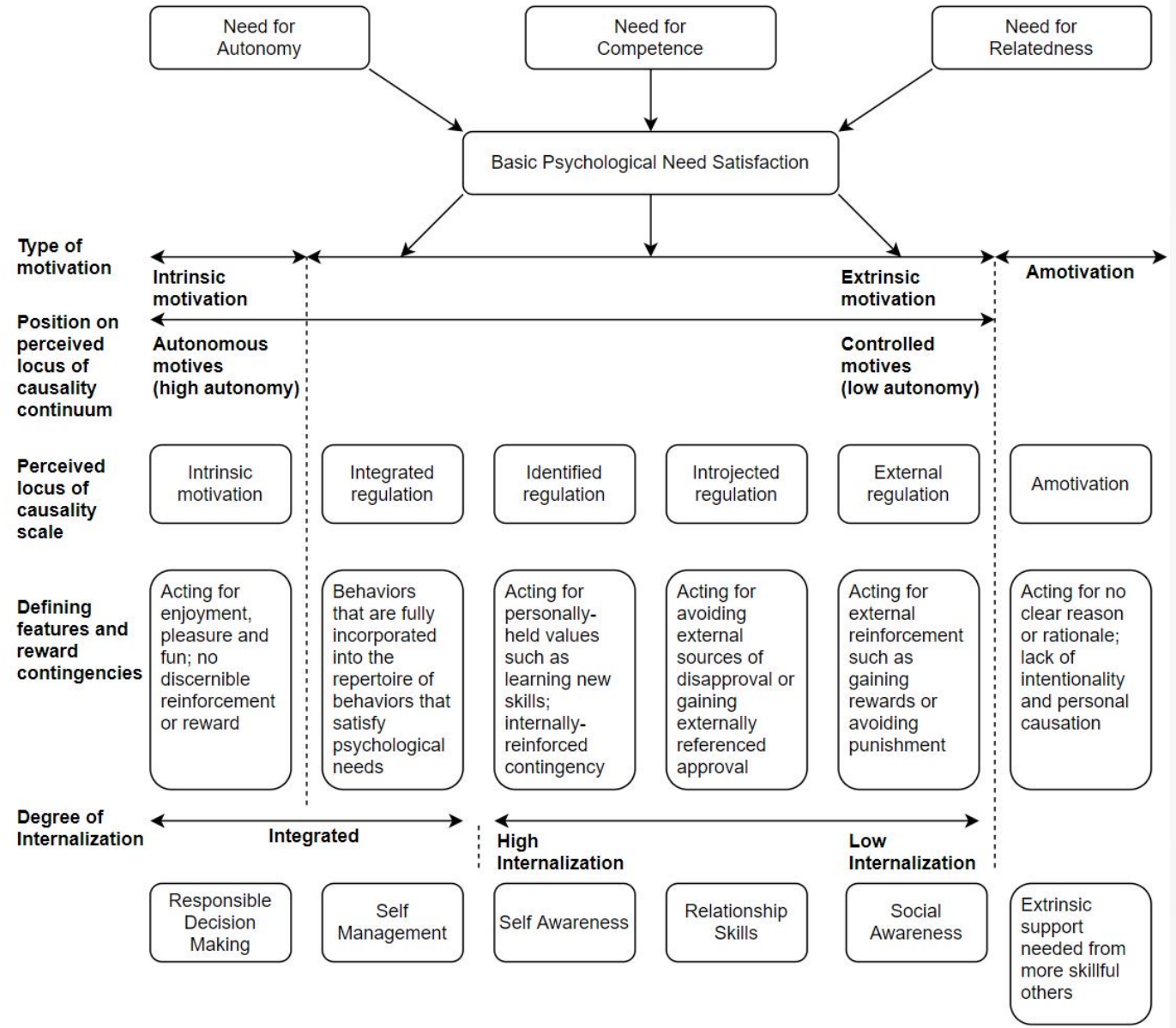
SELF DETERMINATION THEORY

(DECI & RYAN, 2008, MARTELA & RYAN 2015)

- According to Self Determination Theory motivation as well as psychological well-being is connected to:
 - Sense of autonomy
 - Competence
 - Relatedness
 - (later Beneficence)



SDT AND SEL



Picture: Hagger & al 2020, edited by Berg, M



WE KNOW THAT

- There is research on how the emotion regulatory skills, social cognition skills and positive communicative behaviors are developed (Brophy-Herb et al., 2007, Peeters et al. 2014)
- Also, there is quite a lot of research available about interaction programs in school but most of it is quantitative



ACCORDING SYSTEMATIC LITERATURE REVIEW

(E.G. ASPEGREN, 1999; BROWN & BYLUND, 2008, MARTINSONE & DAMBERGA 2017, GOL-GUVEN 2016):

- Communication skills can be taught and learnt in courses, but they are easily forgotten if not maintained in practice
- Basic skills can be learnt in a short period of training
- The teaching method should be experiential, teacher centered methods do not give the desired results.
- Teachers perceive including SEL into curricula as good, but are unaware of where to place it
- Teachers are more used to reflecting on their students ' skills than those of their own



WHAT WE DO **NOT** KNOW IS...

- Surprisingly little research exists in education...
 - On how teachers' thinking about knowledge and applied knowledge changes during the teaching workshop on promoting students' psychological need satisfaction and health
 - On how teachers' thinking about social and emotional learning or the use of interactional roadblocks changes during the teaching workshop



REFLECTIONS

- In another study of ours the coherence between perceived importance of teaching and the perceived competence in teaching healthy life skills and some categories of SEL were lower than in others
- The question remains: How do we teach teachers the attitude that makes learning and teaching social and emotional skills seem like something important and worthwhile and at the same time support their perceived capability in those tasks to a level where learning and teaching these skills is possible?



THANK YOU FOR YOUR TIME!

- Any questions?



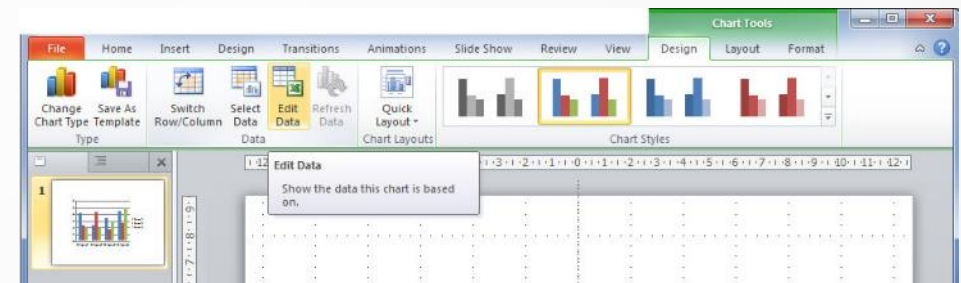
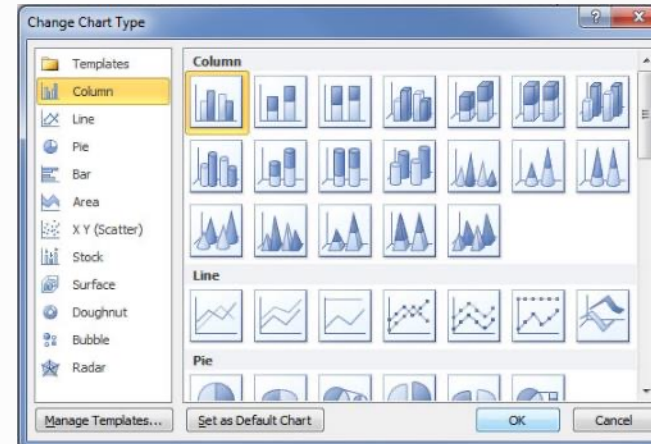






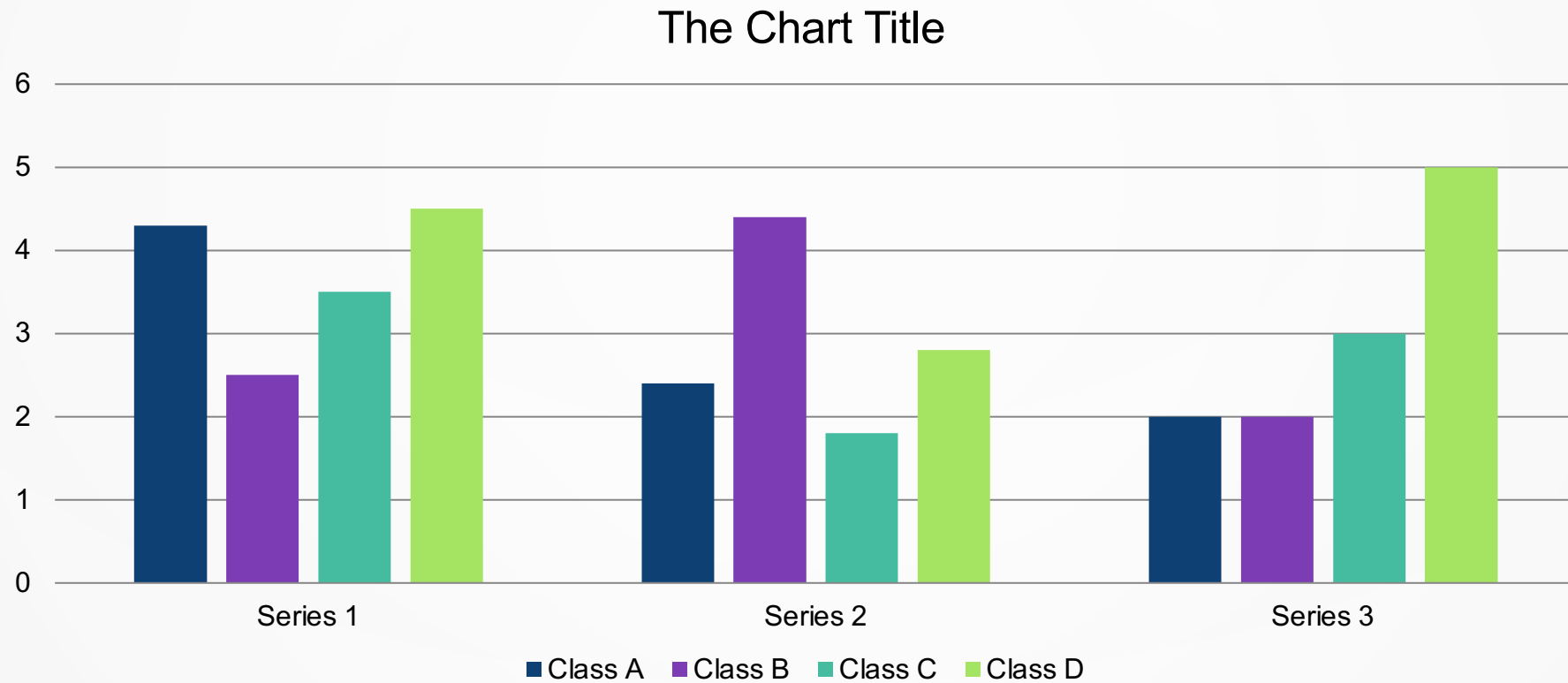
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- Click example chart to activate it.
- From Chart Tools menu select Change Chart Type and review the charts that appear in the center.
- You can edit the chart data at any time by selecting your chart and clicking the Edit Data command in the Data group on the Chart Tools Design tab. The data that appears in the Excel spreadsheet is placeholder source data that you will replace with your own information.



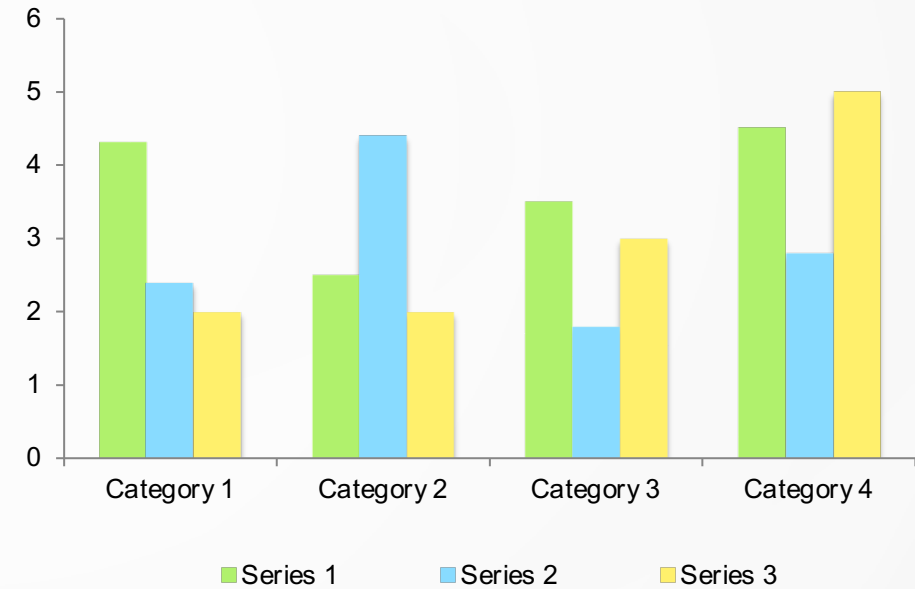
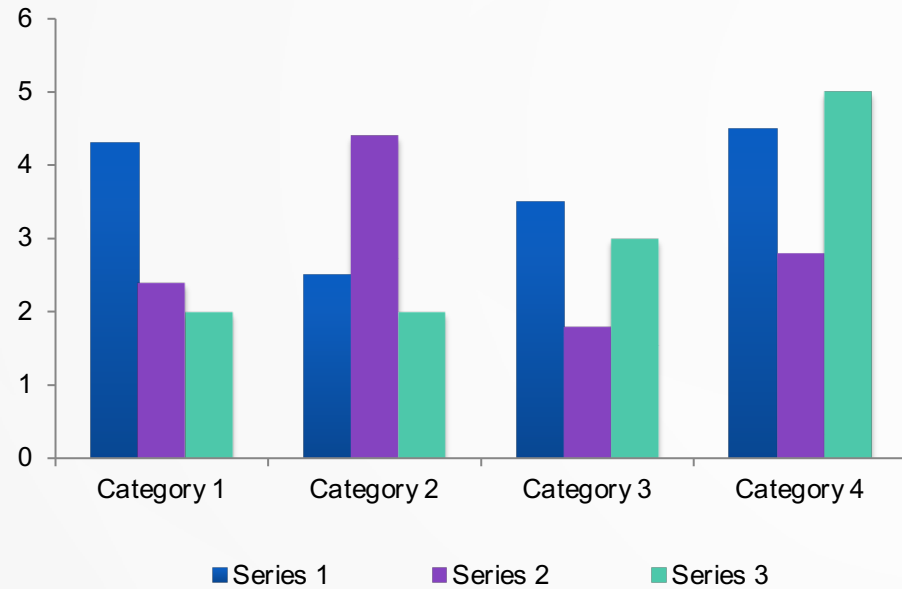


EXAMPLE: CHART





EXAMPLE: CHART VARIABLES





TABLES

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