Social Emotional Learning Annotated Bibliography
Compiled by Janelle Dickerson

The resources listed below represent a variety of topics under the Social Emotional Learning umbrella. These topics include but are not limited to social emotional learning curriculum, emotional intelligence, positive psychology and character education.

Ackley, D. (2016). Emotional intelligence: A practical review of models, measures, and applications. *Consulting Psychology Journal: Practice and Research*, 68(4), 269-286.

The article reviews various definitions of emotional intelligence, compares and contrasts three popular models of emotional intelligence and evaluates the assessment tools associated with each. Ackley provides several examples of how to apply EQ assessment within coaching and team development.

Berkowitz, M.W. & Melinda, C.B. (September 2005). Character education: Parents as partners. *Educational Leadership,* 63(1), 64-69.

Character education is discussed in regards to pedagogical practices, school based approaches and parent involvement. Parent involvement is one of the greatest indicators of a successful character education program. Berkowitz and Melinda break down the involvement of parents within schools into three categories: information recipients, clients and partners. Barriers to parent involvement are also addressed and the authors present a variety of solutions for overcoming stated obstacles.

Brown. B. (2013). Empathy vs. sympathy. Retrieved from https://www.youtube.com/watch?v=1Evwgu369Jw&feature=youtu.be

In this short animated video, Dr Brené Brown illustrates the difference between empathy and sympathy. She informs us that a genuine empathic connection can only be created if we are brave enough to really get in touch with our own vulnerabilities.

Cain, M.A. (2015). Children's books for building character and empathy. *Journal of Invitational Theory and Practice*, 21, 68-94.

The article provides an extensive list of children's literature, which can be used as a resource by teachers and parents to promote emotional and moral development. Examples of correlating activities that can help children process each story is also provided.

CASEL (2015). CASEL Guide: Effective social and emotional learning programs - Middle and high school edition. Retrieved from http://www.casel.org/middle-and-high-school-edition-casel-guide/

Collaborative for Academic, Social and Emotional Learning (CASEL) is dedicated to advancing the science and practice of school based social and emotional learning. CASEL's guide identifies and rates well-designed evidence based SEL programs across the United States. The main purpose of the guide is to provide educators with information for selecting and implementing SEL programs in their schools and districts.

Cervone, B, ED.D. & Cushman, K. (February 2014). Learning by heart: The power of social-emotional learning in secondary schools. What Kids Can Do, Center for Youth Voice in Policy and Practice.
http://www.howyouthlearn.org/pdf/WKCD%20Executive%20Summary.pdf

What Kids Can Do (WKCD) is a small nonprofit organization that did an in depth investigation of social emotional learning within U.S. secondary schools. Their study focuses on how to embed social emotional learning within schools daily structures, practices and programs. WKCD identifies six elements that can use to promote SEL within the fabric of schools: Structural supports, intentional community, a culture of respect, participation and reflection, commitment to restorative practices, curriculum of connection and engagement, focus on developing student agency.

Csikszentmihalyi, M. (2008). Flow: The psychology of optimal experience. New York: Harper Collins Publisher.

Mihaly Csikszentmihalyi is a psychologist whose investigations of "optimal experience" have discovered that what makes an experience genuinely satisfying is a state of consciousness called *flow*. During flow, people typically experience deep enjoyment, creativity, and a total involvement with life. Csikszentmihalyi demonstrates the ways this positive state can be controlled by ordering the information that enters our consciousness so we can discover true happiness and greatly improve the quality of our lives.

Ciarrochi, J., Atkins, P. W., Hayes, L. L., Sahdra, B. K., & Parker, P. (2016). Contextual Positive Psychology: Policy Recommendations for Implementing Positive Psychology into Schools. *Frontiers in Psychology, 7*.

Positive Psychology is the scientific study of optimal functioning and well-being. It has been met with many criticisms. The authors address the major critiques that Positive Psychology has experienced and addresses each concern. Content-focused and Context-focused Positive Psychology are both explained and differentiated. The article also provides recommendations for how to successfully implement Positive Psychology within schools.

Cobb, C.D. & Mayer, J.D. (2000). Emotional intelligence: What the research says. *Educational Leadership*, 58 (3), 14-18.

This article discusses Daniel Goleman's definition of Emotional Intelligence. It explains the difference between the two EQ models, ability and mixed model. The authors give insight on how schools can choose an appropriate curriculum and approach for their setting.

Edutopia (February 22, 2001). Maurice Elias: A view on emotional intelligence and family. Retrieved from https://www.edutopia.org/maurice-elias-emotional-intelligence-and-family

Maurice Elias is the director of Rutgers Social-Emotional Learning Lab. His interview focuses on defining emotional intelligence (EI), educating teachers about EI, the importance of self-control and social emotional learning in the home setting.

Edutopia (February 22, 2001). Social and emotional learning: Strategies for parents. Retrieved from https://www.edutopia.org/social-emotional-learning-parent-resources

The article shares resources for learning more about character development and strategies that parents can use at school and home.
Edutpoia (October 7, 2015). Social and Emotional Learning: A schoolwide approach. Retrieved from https://www.edutopia.org/practice/social-and-emotional-learning-schoolwide-approach

Symonds Elementary School shares how they use SEL strategies of small group supports, mindfulness and emotional regulation to meet the academic and social needs of their student population.

Elias, M.J., Bruene-Butler, L., Blum, L., & Schuyler, T. (May 1997) How to launch a social & emotional learning program. *Educational Leadership*, 54(8), 15-19.

Social Emotional Learning experts provide information and strategies on how to overcome attitudinal and logistical roadblocks that educators may face when trying to initiate a SEL program.

Garcia, E. & Weiss E. (August 24, 2016). Making whole-child education the norm: How research and policy initiatives can make social and emotional skills a focal point of children's education. *Economic Policy Institute*. Retrieved from http://www.epi.org/publication/making-whole-child-education-the-norm/

The report focuses on the importance of social emotional skills in the holistic development of children. Other topics addressed are the academic and life benefits of social emotional skills and how to make non-cognitive skills a priority in with schools and education policy.

Goleman, Daniel (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Dell.

High IQ does not guarantee of success, happiness, or virtue and Daniel Goleman's Emotional Intelligence book explains why. He provides new insight into our "two minds", the rational and the emotional, and how they together shape our success in relationships, work, school, life, and even our physical well-being. Goleman delineates the five crucial skills of emotional intelligence and discusses a new way to talk about being smart.

Greenberg, M., Brown, J, & Abenavoli, R. (2016). Teacher stress and health: Effects on teachers, students and schools. Retrieved from

The article discusses the four main sources of teacher stress, three categories of intervention for teacher stress, and several proven policies and programs that have been proven to help teachers.

Hertz, M.B. (2016, August 8). Student-centered advisory: Establishing a positive community. *Edutopia*. Retrieved from https://www.edutopia.org/blog/student-centered-advisory-positive-community-mary-beth-hertz

The article discusses the differences between advisory and student-centered advisory. Student- centered advisory is less teacher directed and is guided by the interests and questions of the participating students. The article encourages breaks from the structured lessons and curriculum of advisory groups in order to truly address the needs of students.

Hollingsworth, L.A., Didelot, M.J. & Smith, J.O. (2003). REACH beyond tolerance: A framework for teaching children empathy and responsibility. *Journal of HUMANISTIC, EDUCATION AND DEVELOPMENT,* 42, 139-149.

The authors describe the REACH Beyond Tolerance program, which is a school wide model that focuses on responsibility, empathy, attitude, cultural knowledge and assertions of beliefs. The program aims to teach students tolerance as a means of promoting cultural pluralism and positive and effective interactions amongst diverse groups of people.

Johansson, E. (2007). Empathy or Intersubjectivity? Understanding the Origins of Morality in Young Children'. *Studies in Philosophy and Education, 27*(1), 33-47.

The article focuses on the morality of young children and their concern for the wellbeing of others through the analysis of two theories, the theory of intersubjectivity by Maurice Merleau-Ponty and Martin Hoffman's theory of empathy. The authors claim that the primary focus should not be on specific emotions and the child's inner life but on the child's experiences, relations with others and the contexts that they exist in.

Johnson, H, Ed.D. & Wiener, R. (April 5, 2017). Academic standards require social-emotional skills. *Edutopia*. Retrieved from https://www.edutopia.org/article/academic-standards-require-social-emotional-skills-hillary-johnson-ross-wiener

Social Emotional Development (SED) skills include emotional, social, cognitive, character, and mindset. The article illustrates how College and Career Ready (CCR) standards in English, math, and science standards are dependent on SED.

Mind Tools. The PERMA Model: Bringing Well-Being and Happiness to Your Life. (n.d.). Retrieved from https://www.mindtools.com/pages/article/perma.htm

This article looks at the PERMA Model, which consists of positive emotions, engagement, relationships, meaning and accomplishment. It emphasizes that once a person is aware of the things that make up well-being, it is easier to live a more meaningful life.

Positive Psychology Program (February 24, 2017). The PERMA Model: Your Scientific Theory of Happiness. Retrieved from https://positivepsychologyprogram.com/perma-model/

The article focuses on what are the actual elements that promote happiness within individuals. Martin Seligman's theoretical model of happiness, PERMA, is used to help bring an understanding of each elements and how to maximize each element to achieve a life full of happiness. The article also contains methods of how to apply the PERMA Model in your life.

Price, C.L. & Steed, E.A. (November 2016). Culturally responsive strategies to support young children with challenging behavior. *Young Children*, 36-43.

The pyramid model framework is used to provide culturally responsive strategies for addressing the social and emotional outcomes of young children. The strategies discussed are perspective taking; learning about children and families; develop and teach expectations; develop and teach empathy and use group time to discuss conflict.

Rietti, S. (2008). Emotional intelligence as educational goal: A case for caution. *Journal of Philosophy of Education, 42*(3-4), 631-643.

Rietti defines and describes the three models of Emotional Intelligence. Criticism for each model is also discussed. The article addresses the history of EI as an educational

goal and the need to be cautious of educational policy blurring the lines between applied science with moral and political value systems.

Seligman, M.P. (2013). PERMA. Retrieved from
        https://www.youtube.com/watch?v=iK6K_N2qe9Y&feature=youtu.be

In this video, Dr. Martin Seligman discusses his PERMA model of Positive Psychology and how it leads to well-being and optimal functioning.

Seligman, M.P. (2012). *Flourish: A visionary new understanding of happiness and well-being.* New York: Free Press.

Dr. Seligman's asks what makes a person flourish. Well-being along with the five pillars of Positive Psychology: Positive Emotions Engagement, Relationships, Meaning, and Accomplishment (PERMA) develop a life of profound fulfillment. Flourish addresses implications for education, economics, therapy, medicine, and public policy. The book also has interactive exercises to help readers explore their own attitudes and aims.

Teach Thought Staff (January 22, 2017). 30 of the best books to teach children empathy. Retrieved from http://www.teachthought.com/pedagogy/50-of-the-best-books-to-teach-children-empathy/

Each of the books was selected for their ability to provide an opportunity to learn about empathy. The book list tends towards grades K-8 but may also work well in a high school classroom.

Test Prep Gurus (2012). What is positive psychology? Retrieved from
        https://www.youtube.com/watch?v=1qJvS8v0TTI&feature=youtu.be

This animated video dives into the main components of Positive Psychology including PERMA, flow, mindfulness and learned optimism and its benefits for an optimal life of fulfillment.

Transforming Education (2016). Measuring MESH: Student and teacher surveys curated for the CORE districts. Retrieved from
        https://www.transformingeducation.org/measuringmesh/

In partnership with California's CORE Districts, Transforming Education surveyed measures of mindsets, essential skills and habits (MESH) of half a million students. This article defines MESH competencies (self-management, social awareness, self-efficacy and mindset) and discusses the data collected and analyzed. MESH competencies can aid educators in understanding the strengths of students and areas which they need additional supports. Educators can use the information to tailor their instruction and classroom environment to serve their students more effectively.