

Social-emotional learning and bullying: Understanding impacts on safe, caring, welcoming and respectful learning environments



Deinera Exner-Cortens, PhD, MPH

Faculty of Social Work

University of Calgary

Overview



1. What is social-emotional learning?
2. What are safe, caring, welcoming and respectful learning environments?
3. How does bullying undermine safe, caring, welcoming and respectful learning environments?
4. How can social-emotional learning support safe, caring, welcoming and respectful learning environments?

1. What is social-emotional learning?



1. What is social-emotional learning?

Self-Awareness



Self-Management

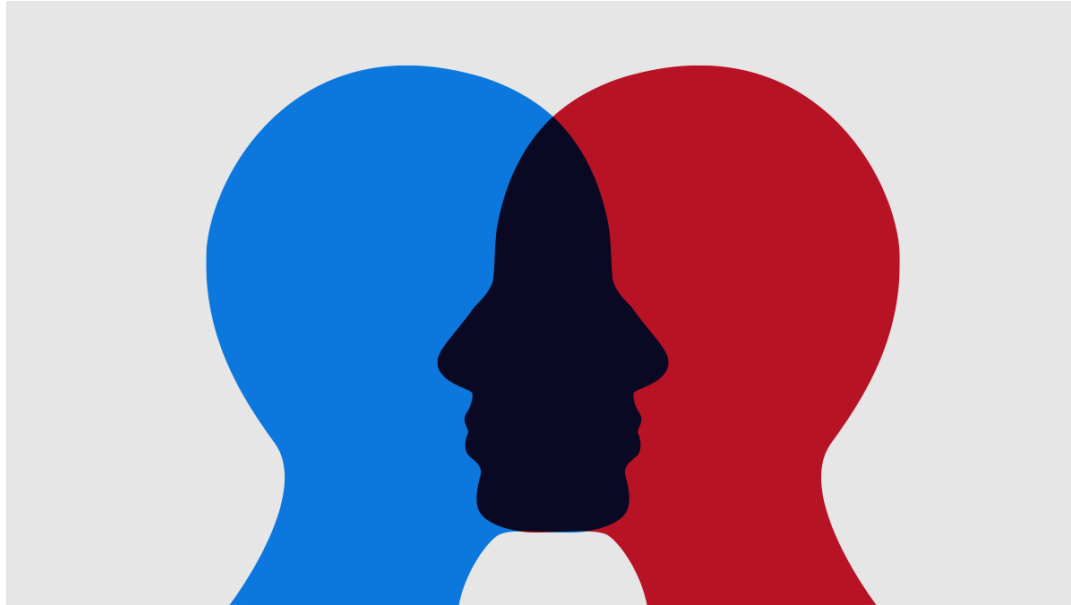


1. What is social-emotional learning?



1. What is social-emotional learning?

Social Awareness



Relationship Skills



1. What is social-emotional learning?



1. What is social-emotional learning?

Responsible Decision Making



2. What are safe, caring, welcoming and respectful learning environments?

- In these environments, students...
 - Feel safe at school
 - Learn the importance of caring for others
 - Learn respect for others
 - Are treated fairly



2. What are safe, caring, welcoming and respectful learning environments?

Safe, Caring, Welcoming and Respectful Learning Environments



Competencies of Social-Emotional Learning

(Self-Management, Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision Making)

3. How does bullying undermine safe, caring, welcoming and respectful learning environments?

- Limits feelings of safety¹
- Does not promote healthy and respectful relationships²
- Has negative impacts on positive mental health³⁻⁵
- Does not respect students' rights⁶
- Undermines efforts to respect diversity⁷⁻⁹



4. How can social-emotional learning support safe, caring, welcoming and respectful learning environments?

Self-Awareness & Self-Management

- Youth are more likely to bully others if they lack self-control or emotion regulation skills¹
 - Through gaining self-awareness and self-management, youth can learn to better recognize and control their emotions²



4. How can social-emotional learning support safe, caring, welcoming and respectful learning environments?

Social Awareness

- Through social awareness, youth learn skills to empathize with and take someone else's perspective
 - Empathy is an important predictor of the use of active bystanding behaviors¹
 - Perspective-taking is linked with offering more emotional support to peers²



4. How can social-emotional learning support safe, caring, welcoming and respectful learning environments?

Relationship Skills

- Relationship skills contribute to youth's ability to make and sustain friendships¹
 - The relationship skills of bullies and victims are often limited²
 - But, having high-quality friendships is protective against victimization³
 - Relationship skills also promote active bystandering¹



4. How can social-emotional learning support safe, caring, welcoming and respectful learning environments?

Responsible Decision-Making

- Responsible decision-making fosters students' ability to think through and solve problems¹
 - A study with Canadian students in grades 1-6 found that aggressive coping (e.g., venting) was **13** times less likely than problem-solving (e.g., taking action) to de-escalate a bullying situation²



Summary

- Social-emotional learning is made up of 5 key competencies
- Social-emotional learning provides a foundation for creating safe, caring, welcoming and respectful learning environments
- Bullying undermines a school's ability to provide an environment that is safe, caring, welcoming and respectful
- The promotion of social-emotional learning can help reduce bullying, and thus promote safe, caring, welcoming and respectful learning environments



Questions?



References

- Birkett, M., Espelage, D. L., & Koenig, B. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence*, 38, 989-1000.
- CASEL. (undated). Social and emotional learning and bullying prevention. Retrieved from http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5367958ee4b0dbc1364dbb7b/1399297422536/3_SEL_and_Bullying_Prevention_2009.pdf
- Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65-83.
- Craig, W., & Pepler, D. J. (2007). Understanding bullying: From research to practice. *Canadian Psychology*, 48, 86-93.
- Exner-Cortens, D., Chiodo, D., Hughes, R., & Wolfe, D. A. (2016, April). *Associations between traditional and cyber-bullying and multiple indicators of mental wellness in a Canadian adolescent sample*. Poster presented at the 16th Society for Research on Adolescence Biennial Meeting, Baltimore, MD.
- Glew, G. M., Fan, M., Katon, W., & Rivara, F. P. (2008). Bullying and school safety. *Journal of Pediatrics*, 152, 123-128.
- Goldbaum, S., Craig, W., Pepler, D., & Connolly, J. (2003). Developmental trajectories of victimization. *Journal of Applied School Psychology*, 19, 139-156.
- Mahady-Wilton, M. M., Craig, W. M., & Pepler, D. J. (2000). Emotional regulation and display in classroom victims of bullying: Characteristic expressions of affect, coping styles and relevant contextual factors. *Social Development*, 9, 226-245.
- Nansel, T. R., Craig, W., Overpeck, M. D., Saluja, G., Ruan, W. J., and the HBSC Bullying Analyses Working Group. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatric and Adolescent Medicine*, 158, 730-736.
- Nickerson, A. B., Aloe, A. M., & Werth, J. M. (2015). The relation of empathy and defending in bullying: A meta-analytic investigation. *School Psychology Review*, 44, 372-390.
- Turner, M. G., Exum, M. L., Brame, R., & Holt, T. J. (2013). Bullying victimization and adolescent mental health: General and typological effects across sex. *Journal of Criminal Justice*, 41, 53-59.
- PREVNet. (undated). Bullying: A human rights issue. Retrieved from <http://www.bibme.org/citation-guide/apa/website>
- Rose, C. A., Stormont, M., Wang, Z., Simpson, C., Preast, J. L., & Green, A. L. (2015). Bullying and students with disabilities: Examination of disability status and educational placement. *School Psychology Review*, 44, 425-444.
- Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory Into Practice*, 52, 280-287.
- Swearer, S., & Hymel, S. (2015). Bullying and discrimination in schools: Exploring variations across student subgroups. *School Psychology Review*, 44, 504-509.