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

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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?

Source: http://www.casel.org/social-and-emotional-learning/core-competencies
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Social Awareness

Relationship Skills

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Responsible Decision Making

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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

Source: https://education.alberta.ca/media/159662/oct2015_province_report.pdf
2. What are 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 safety\textsuperscript{1}
• Does not promote healthy and respectful relationships\textsuperscript{2}
• Has negative impacts on positive mental health\textsuperscript{3-5}
• Does not respect students’ rights\textsuperscript{6}
• Undermines efforts to respect diversity\textsuperscript{7-9}

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 skills\(^1\)
  • Through gaining self-awareness and self-management, youth can learn to better recognize and control their emotions\(^2\)

1. Cook et al., 2010; 2. CASEL, n.d.
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 behaviors\(^1\)
  - Perspective-taking is linked with offering more emotional support to peers\(^2\)

1. Nickerson et al., 2015; 2. Smith & Low, 2013
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 bystanding¹

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¹ CASEL, n.d.; ² Cook et al., 2010; ³ Goldbaum et al., 2003
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 problems\(^1\)
  • 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 situation\(^2\)

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


