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**A matter of skills: a mixed-method study on the evaluation and implementation of an SEL program tailored to the skills adolescents need in educational settings and at home**

Sande, M.C.E. van de

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# Chapter 9

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## Summary

Social and emotional learning is the process in which young people acquire the skills they need to participate in and contribute positively to the settings in which they live and learn (Zins & Elias, 2007). This learning is associated with youngsters' psychosocial health, education, and work prospects. Schools worldwide implement SEL programs that are designed to enhance adolescents' social-emotional skills in order to promote their psychosocial health and future life prospects. However, knowledge of the evaluation and implementation of such programs concerning students with varying individual and environmental features, such as learning abilities and family background, all of which determine these skills, is limited. The studies in this thesis aim to add to this knowledge in general and to contribute to knowledge of the Dutch secondary education Skills4Life (S4L) program in particular. The studies focus on students in preparatory vocational secondary education (PVSE) and, specifically, on those in the so-called basic track (PVSE-b, vmbo-basis in Dutch) and the practical education track (PrE, praktijkschool in Dutch). Students in these tracks learn at school and in workplace internships simultaneously. They have additional educational needs due to intellectual, emotional-behavioral, and/or learning difficulties. Many of these students are from low-income and/or migrant families and grow up in deprived neighborhoods.

### **Aim and findings**

The studies included in this thesis aim to provide insight into: 1. The effects of universal SEL programs on the individual social-emotional skills and psychosocial health outcomes of adolescents; 2. The interrelations between social-emotional skills as well as between those skills and the psychosocial health outcomes of students in the PVSE-b tracks and PrE; 3. The effects of the Dutch S4L program on the social-emotional skills and psychosocial health outcomes of students in marginalized positions; 4. The perspectives of students in the PrE and PVSE-b tracks on social-emotional skills for managing interactions with classmates; 5. Parents' perspectives on SEL and strengthening social-emotional skills at schools; particularly of parents of students in the PrE track. To achieve these aims, a review and meta-analysis study, three quantitative and two qualitative studies were conducted. A sequential approach was used in which the findings of the review study (**Chapter 2**) and an evaluation study of the *original* S4L program (**Chapter 3**) drove the designs and analyzes of the other studies.

To identify the social-emotional skills taught in S4L and other SEL programs and perceived relevant teaching by students and parents, most of the studies in this thesis used the domains comprised in the framework of the Collaborative for Academic, Social, and Emotional Learning (CASEL) as a reference. These domains and examples of these

skills are: 1. Self-awareness (e.g., self-esteem and self-efficacy); 2. Social awareness (e.g., empathy and perspective-taking); 3. Self-management (e.g., self-regulation and goal setting); 4. Relationship skills (e.g., collaboration and social problem solving); 5. Responsible decision making (e.g., considering the consequences of and taking responsibility for actions). These domains and skills are often referred to in school-based SEL programs.

**Chapter 2** describes the review and meta-analysis of forty evaluation studies of thirty-two universal school-based SEL programs for adolescents aged 11-18. These programs positively affected individual social-emotional skills and psychosocial health outcomes significantly. The study highlights that the included evaluation studies measured effects on a selection of the skills addressed in a program. Some of these studies did not measure outcomes on skills at all. The studies did not report differences in effects related to students' backgrounds.

**Chapter 3** contains a randomized controlled design study ( $n = 1394$ ) of the *original* Dutch S4L program for adolescents in different secondary school tracks. The study showed mixed results. Significant positive effects were found on alcohol use and bullying, and adverse effects were found on digital and sexual bullying and smoking. Compared to students in the general secondary education tracks (HAVO and VWO in Dutch), PVSE students improved more on traditional bullying others and suicidal thoughts. Students' family background was not assessed in this study.

**Chapter 4** describes a cross-sectional study based on pre-test data of a population of students in two specific tracks in Dutch PVSE. This study identified significant (medium to large) correlations between social-emotional skills. Smaller but significant correlations were found between these skills and psychosocial health outcomes concerning emotional-behavioral difficulties and prosocial behavior. Mediation analyses identified self-management as a mediator in the relationship between self-awareness and emotional-behavioral difficulties. Social awareness was identified as a mediator between prosocial behavior and self-awareness, relationship skills, and responsible decision-making.

**Chapter 5** reports the findings of a quasi-experimental design study ( $n = 739$ ) of the *adapted* S4L program. This program was tailored to the needs of students with learning difficulties in the PVSE-basic (PVSE-b) and practical education (PrE) tracks. As these students learn simultaneously at school and during workplace internships, a module for workplace-relevant social-emotional skills was added to the S4L program. This study, using multiple regression analyses showed no effects on the total student population. In

the subgroup of students from migrant family backgrounds exposed to the S4L program and workplace learning, the study found significant adverse effects on two social-emotional skills: social awareness and relationship skills.

**Chapter 6** delineates the perceptions of twenty-two mainly migrant PVSE-b and PrE, students on their social-emotional skills and skills needs, based on small focus group interviews. According to these students, they had sufficient social-emotional skills for managing their daily school life. However, they indicated a need for particular skills and a lack of support from teachers and classmates in managing severe interaction problems at school experienced as being beyond their control, such as bullying and harassment.

**Chapter 7** describes the perspectives on SEL, and the social-emotional skills perceived as crucial for adolescents to acquire, based on interviews with thirty-two native Dutch and migrant parents with diverse educational levels. These parents, with children in the PrE track, recognized the skills taught in SEL programs as relevant to learn for their children. However, our study showed that parents' language and interpretation of social-emotional skills and skills development reflected the following four skills constructs: respectful behavior, cooperation skills, self-knowledge, and self-reliance skills. These parental constructs and the underlying developmental beliefs, values, and goals differed from the skills taught in the S4L and other SEL programs. Although they considered themselves to be primarily responsible for teaching skills, most parents were of the opinion that schools should teach skills they perceived as difficult to teach at home, namely relationship skills. They associated these skills with the adolescents' future work prospects. They also emphasized the need for parent-school collaboration on SEL.

**Chapter 8** discusses the main findings of the studies, adding to the existing knowledge on SEL program evaluation and implementation. These findings indicate a need for SEL program evaluation studies to measure outcomes on individual social-emotional skills and psychosocial health outcomes and to analyze effects on students from varying backgrounds. Assessing such outcomes requires appropriate quantitative and qualitative approaches that use instruments to assess multiple stakeholders' perspectives on these outcomes. Such assessments are required to adequately target the social-emotional skills students from diverse backgrounds have and need to learn. However, as background characteristics that impact skills development, such as school track and family background, are assumed to interact, accounting for such interactions is necessary to understand SEL programs' effects on social-emotional skills outcomes. Evaluating these effects in students from diverse backgrounds is also informative for program implementation tailored to their varying needs.

The findings of our studies provide empirical evidence for the necessity to engage PVSE-b and PrE students and their parents in the implementation of the S4L program. These students and parents appeared to have their own language and interpretations of social-emotional skills and the skills they considered to be pertinent to teaching at school. Their language and interpretations differed from those embedded in the CASEL framework and SEL programs, such as S4L. As our findings suggest that the skills students need at home and in educational settings may vary, contextualizing the skills targeted in S4L and other SEL programs to both the school and the workplace setting is crucial for engaging students and parents.

### **Implications for practice**

Engaging parents and students from diverse backgrounds requires adopting a transformative and asset-based approach to SEL. Such an approach is sensitive and responsive to exploring, aligning, and supporting the skills these students have and need across the home, school, and workplace setting. The need to transform school programs that teach social-emotional skills, is based on the ideals of social justice. This transformation is necessary to provide equal opportunities to acquire the skills needed by students in marginalized positions to succeed at school and work.

Our studies' findings suggest that adolescent students perceive to have acquired several social-emotional skills and have a need for specific skills associated with school and the workplace. We also identified that particular social-emotional skills seemed to mediate the relationship between other skills and students' psychosocial health outcomes. Therefore, targeting skills in *all* CASEL's competency domains does not seem necessary for promoting adolescents' psychosocial health and/or educational and work prospects. Based on these findings, a modular approach to the S4L program, in which each module teaches skills in a single CASEL domain, is recommended to be able to adapt flexibly to students' varying skills needs. Such an approach supports limiting S4L implementation to those skills most indicated to enhance according to students, parents, and teachers.

To support teachers on adopting a transformative approach and modular approach, materials on program implementation are necessary. As secondary education teachers are barely prepared during their teacher training to engage diverse students and their parents in SEL, additional training on working with parents and intercultural communication is required.

### **Implications for research**

Future evaluation studies on SEL programs need to analyze the effects on individual social-emotional skills in students from varying backgrounds. Such studies should also account for effects in subgroups of students varying in background characteristics, including the interaction of such characteristics on student outcomes.

More research is necessary on S4L and other SEL programs to provide knowledge on how to successfully engage adolescent students and parents with varying background characteristics in the implementation of programs tailored to students' needs. Research is recommended to test the applicability of the parental model of social-emotional skills constructs presented in our study on exploring parents' language and interpretations and to refine the model accordingly. Additional research is also needed on transformative and modular approaches to teaching social-emotional skills in SEL programs to provide knowledge of these approaches and for informing teacher training and support. Future longitudinal studies are required to provide insight into the order in which social-emotional skills are to be taught.

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