

IMPACT OF SEE LEARNING ON LEARNER

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Abstract:

Social, Emotional and Ethical Learning (SEE Learning®), is a K-12 education program developed for international use, is the culmination of an academic collaboration that began in 1998 between Emory University and His Holiness the Dalai Lama. Guided by a shared vision for an education of heart and mind, the program conveys a universal, non-sectarian, and science-based approach to bringing the ethical development of the whole child into education—an approach long advocated by the Dalai Lama. SEE Learning® provides educators with a comprehensive framework for the cultivation of social, emotional and ethical competencies; age-specific curricula comprised of easy to implement lessons; and a support structure for educator preparation, facilitator certification, and on-going professional development.

SEE Learning builds upon the best practices in social-emotional learning (SEL) programs, but also expands on them by drawing in new developments based on the latest knowledge in educational practice and scientific research. It includes important new topics such as attention training, the cultivation of compassion for self and others, resiliency skills based on trauma-informed care, systems thinking, and ethical discernment.

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Social, Emotional and Ethical Learning (SEE Learning) that can be implemented at all levels of education, from kindergarten to higher education. Consistent with many of the common organizing principles found in Social and Emotional Learning (SEL), this framework also systematically incorporates additional crucial components that have been identified by some of the founders of SEL as next steps needed within SEL, such as attention training, the cultivation of compassion and care, and an appreciation of interdependence.

The SEE Learning framework is organized into three dimensions:

- (1) Awareness,
- (2) Compassion, and
- (3) Engagement,

each of which can be taught across three domains:

- (1) Personal,
- (2) Social, and
- (3) Systems

all of which should take place within an educational context that is based on compassion and with teachers who strive to embody this underlying value.



Impact of SEE Learning on Learners:

Social-emotional learning (SEL) helps improve kids' academic performance, curtail bullying, reduce dropout rates, and build character.

Well-implemented SEL programs positively affect students' success in school. Studies show that social-emotional skills—such as problem-solving, self-regulation, impulse control, and empathy—help improve academics, reduce negative social behaviors like bullying, and create positive classroom climates.

Social-emotional skills also help kids successfully manage everyday life. They help students focus, make good decisions, and become supportive members of their community well beyond school.

Academic success:

Developing stronger social/emotional skills improves the academic performance of students. In a 2014 meta-analysis, SEL was shown to raise students' achievement scores by an average of 11 percentile points. The 'soft skills' that students develop through SEL are shown to improve their attitudes towards school and as a result, increase their performance in the classroom. When a student knows that his or her feelings will be heard and respected, it'll be easier for that student to relax and focus at school.

Fewer behavioral problems:

Students engaged in SEL are less aggressive and disruptive in school. Studies have shown these benefits are long-term as SEL students still have 10% fewer psychological, behavioral, or substance abuse problems when

they reach the age of 25. For example, if a student can learn to find his or her voice and express anger appropriately, it could prevent him or her from acting inappropriately and damaging relationships.

Less emotional distress:

SEL students also have fewer occurrences of depression, anxiety, stress and social withdraw as evidenced by measures like the Children’s Manifest Anxiety Scale. Research suggests that SEL programs actually affect central executive cognitive functions which improves students’ inhibitory control, planning, and ability to switch attention from one task to the other. Essentially, as students practice the new behaviors that they learn in SEL programs, they develop stronger self-regulation skills.

Positive social behaviour:

Students get along better with others, as reported by fellow students, teachers, parents, and independent observers. Social interaction skills and self-knowledge— essential for students to develop and maintain positive, productive relationships with peers, parents and teachers— are hallmarks of SEL. Close student-teacher relationships definitely make students *want* to perform better in school and have positive long-reaching benefits when teachers inspire their students to embrace challenges beyond the classroom, such as applying to college or looking for a full-time job.

What role do schools play in promoting SEL?

In partnership with families and communities, schools play a critical role in supporting young people’s social and emotional development. This goes beyond teaching a set of skills to embedding SEL into every aspect of daily school life (Meyers et al., 2018).

Implementing and sustaining systemic SEL is a long-term process driven by continuous improvement. **CASEL identifies four Focus Areas for engaging in high-quality schoolwide SEL implementation that are described throughout this *Guide to Schoolwide SEL*:**

- **Build foundational support and plan for SEL.**
- **Strengthen adult SEL competencies and capacity:** Cultivating supportive, caring adults who model and practice their own SEL.
- **Promote SEL for Students:** Providing all students with frequent, well-designed, and consistent opportunities to engage in and practice developmentally-appropriate and culturally-relevant SEL
- **Practice continuous improvement:** Using continuous improvement cycles to facilitate high-quality implementation every step of the way.

Conclusion:

Clearly the present human condition is complex. Both children and adults face a range of challenges while navigating through countless individual encounters and social situations. When it comes to managing the ups and downs of life, though, there is clear distinction between actions and decisions motivated by narrow self-interest, and those that take into account the interests of others. Consequences can only be successfully managed by a greater awareness of our impulses and biases along with an ability to manage our reactions and a willingness to critically examine the factors contributing to any specific situation. This is why compassion is the overarching theme uniting and motivating SEE Learning. The components of SEE Learning are not a guarantee for ethical

behavior and responsible decision making, but students who cultivate the enduring capabilities articulated within them will be better prepared to act in ways that are considerate, informed, and responsible, thereby contributing to their own and others' long-term wellbeing. Through this, students can move forward in realizing their tremendous potential for being a force for good: their own good, the good of others, and the good of the wider world.

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