Tygret, J. A., Mendez, S. L., Hubbard, I., & Sinclair, R. (2024). Secondary teachers' perceptions of students' receptivity to social and emotional learning. *Educational Research: Theory and Practice, 35*(4), 60-70.

Secondary Teachers' Perceptions of Students' Receptivity to Social and Emotional Learning

Jennifer A. Tygret[1], Sylvia L. Mendez[2], Ike Hubbard[3], and Rich Sinclair[3]

[1]Illinois College USA
[2]University of Kentucky USA
[3]University of Colorado Colorado Springs USA

Abstract: *An instrumental case study explored teachers' perceptions of students' receptivity to social and emotional learning at the secondary level. Interviews were conducted with 13 secondary teachers in the state of Colorado. Deductive data analysis strategies resulted in two themes: (1) a genuine commitment to SEL practices is key, and (2) student receptivity varies based on the perceived authenticity of SEL delivery. The participants described how a schoolwide commitment to SEL is imperative in implementation and how trust and vulnerability with students lead to greater receptivity of SEL content. These findings suggest that positive modeling and a focus on relationship building by all teachers, staff, and administrators is critical for successful SEL implementation at the secondary level.*

Keywords: social and emotional learning, secondary education, student-teacher relationships

AUTHOR NOTE

An earlier version of this paper was presented at the 2021 Northern Rocky Mountain Educational Research Association Annual Conference. We are grateful to the conference reviewers for their helpful comments and suggestions.

In recent years, school principals, counselors, and teachers across the United States have emphasized social and emotional learning (SEL) as the key to improving student learning and positively impacting school climate and relationships (Kautz et al., 2021). SEL focuses on developing students' social and emotional competencies by teaching them how to effectively establish healthy identities, manage their thoughts and emotions, and demonstrate empathy for themselves and others. SEL also includes goal setting, relationship building, and decision-making skills and strategies (Durlak et al., 2022; Kautz, 2021). While the benefits of SEL impact students across all grade levels, most of the research on SEL focuses on early childhood and elementary education settings. Thus, this article narrows its focus to the secondary context. It explores teachers' perceptions of students' receptivity to SEL through an instrumental case study research design (Stake, 1995), with the Collaborative for Academic, Social, and Emotional Learning

Correspondence concerning this article should be addressed to Jennifer A. Tygret, E-mail: jennifer.tygret@ic.edu

(CASEL) Framework (2024) as the conceptual framework. The guiding research question for this study is: What do teachers believe impacts students' receptivity of SEL at the secondary level?

LITERATURE REVIEW

SEL programs are implemented in schools nationwide from early childhood through high school, and they have gained prominence in the last 20 years. These programs vary as some schools implement a stand-alone SEL curriculum, while others integrate SEL across their academic curriculum (Durlak et al., 2022). SEL programs such as Second Step and the Core Project provide stand-alone structured curricula with lessons teachers can implement focused on such topics as building positive relationships, setting goals and addressing roadblocks, emotion-management skills, as well as engaging in positive self-talk, empathy, and mindfulness (Committee for Children, 2024; The Core Project, 2024).

Regardless of the type of curriculum that is implemented, Civic Enterprises et al. (2013) identified specific strategies and practices for positive SEL implementation and outcomes, including linking SEL to schoolwide activities and other school services, conducting needs assessments, allocating resources in schools, and funding SEL professional development for teachers. Furthermore, Payton et al. (2008) emphasized the importance of implementing evidence-based practices when delivering SEL, based on the acronym S.A.F.E.: Sequenced instructional steps, Active learning methods, Focus on skill instruction, and Explicit teaching of explicit skills. According to CASEL (2024), self-awareness, self-management, social awareness, relationship skills, and decision-making are five critical competencies or skills to be taught and incorporated into SEL programs. They are also considered necessary components in establishing equitable learning environments.

Creating a schoolwide rule system focused on respectful social interactions and behavior and ensuring that all teachers, staff, and administrators work together to support positive social and emotional behavior skills are essential aspects of a SEL program (Allbright et al., 2019; Whitehurst, 2016). To create safe and nurturing learning conditions, as well as more effective SEL in schools, teachers, staff, and administrators must also demonstrate SEL competencies with their students (Allbright et al., 2019; Blewitt et al., 2021; Delpit, 2006; Jennings et al., 2013; Low et al., 2016). In addition, emphasizing equity and creating inclusive and culturally affirming environments within SEL implementation is vital (Durlak et al., 2022).

The increased focus on SEL and effective implementation of these programs has made wide-ranging impacts on students' academic outcomes, as measured by standardized test scores and other assessments. Furthermore, schools have reported positive impacts on student behaviors and relationships within the school communities (Atkins et al., 2023; Jennings et al., 2013; Konishi & Wong, 2018; Mahoney et al., 2018; Rogers, 2019; Sprenger, 2020). Schools have reported increased graduation rates after implementing SEL focused on developing students' self-management and relationship skills (Felton, 2016). Additionally, students have shared the positive impacts they have experienced from SEL training. After completing a 15-week SEL program focused on topics such as empathy, anger management, problem-solving, and bullying, sixth graders in 36 middle schools self-reported having more tools for handling conflicts and shared that they were less likely to engage in physical altercations (Espelage et al., 2013).

While these impacts have been widely documented, there is little research on teachers' perceptions of SEL and what they believe impacts students' receptivity to SEL in their classrooms and schools. The classroom teacher most often implements SEL (Durlak et al., 2022; Ernest et al.,

2022; Konishi & Wong, 2018); thus, teachers are a critical population for researching SEL to advance its efficacy. Their perspective on SEL training and implementation can establish a base for expanding knowledge in this field (Rubagiza et al., 2016). Furthermore, there is a lack of research on SEL in secondary education environments; thus, this study adds to the literature by exploring teachers' perceptions regarding students' receptivity at the secondary level.

CONCEPTUAL FRAMEWORK

The CASEL Framework (2024) served as the conceptual framework for this study. The Framework illuminates five broad and interrelated SEL competencies that students should know and be able to do across different ages and school settings:

1. *Self-Awareness*: Understanding one's emotions, thoughts, and values and how they influence behavior across contexts.
2. *Self-Management*: Managing one's emotions, thoughts, and behaviors in different situations and achieving goals and aspirations.
3. *Social Awareness*: Considering the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts.
4. *Relationship Skills*: Establishing and maintaining healthy and supportive relationships and effectively navigating settings with diverse individuals and groups.
5. *Responsible Decision-Making*: Making caring and constructive choices about personal behavior and social interactions across diverse situations. This includes considering ethical standards and safety concerns and evaluating the benefits and consequences of various actions for personal, social, and collective well-being.

The CASEL Framework (2024) was embedded in the interview protocol, and was used as a deductive lens during the data analysis process and to consider the study's implications.

METHODOLOGY

RESEARCH DESIGN

An instrumental case study design (Stake, 1995) explored 13 secondary teachers' perceptions of student receptivity to SEL at the secondary level using the CASEL Framework (2024). Instrumental case studies are valuable when seeking to illuminate a specific concern or problem within a setting that may be ambiguous to cursory observers (Stake, 1995). The interviews were analyzed using deductive methods (Stake, 1995) to ensure a theoretically-driven understanding of the data. The research question that guided this study was: What do teachers believe impacts students' receptivity of SEL at the secondary level?

PARTICIPANTS

A university-based email alert was sent to secondary teachers in Colorado, requesting participation in the study. To qualify for participation, secondary teachers had to self-report using SEL practices in their classrooms and schools. There were 13 secondary teachers who responded and participated in the study. Participants included five women and eight men ranging in age from 26 to 59. Three participants identified as Latinx and 10 as White. Eleven taught in public secondary schools and two in private secondary schools. Each participant held a master's degree, and their years of licensed experience ranged from three to 35. They taught either English, mathematics, or

social studies. Each participant received a $25 e-gift card for their participation in an interview. Individual demographics are presented in Table 1

Table 1
Demographic Characteristics of the Interview Sample

Pseudonym	Gender	Race/Ethnicity	Age	Role/Level	Years of Exp.
Ally	Female	White	32	Teacher, HS	6
Bob	Male	White	47	Teacher, HS	23
David	Male	White	55	Teacher, HS	21
James	Male	White	37	Teacher, HS	5
Logan	Male	White	35	Teacher, HS	4
Lorraine	Female	Latinx	40	Teacher, HS	18
Lucy	Female	White	32	Teacher, HS	10
Max	Male	Latinx	34	Teacher, MS	3
Penelope	Female	White	42	Teacher, MS	8
Rafael	Male	Latinx	59	Teacher, HS	35
Stacy	Female	White	47	Teacher, HS	16
Tristan	Male	White	26	Teacher, HS	4
Zoom	Male	White	43	Teacher, MS/HS	20

.

Data Collection

In accordance with procedures approved by the Institutional Review Board, all participants were provided with a consent form detailing the purpose of the study, interview procedures, and safeguards to protect anonymity. The interviews averaged 60 minutes in length, were digitally recorded, and were administered one-on-one by multiple researchers through web conferencing. An interview protocol was designed and grounded by the CASEL Framework (2024) to explore teachers' SEL knowledge base, practice, implementation, support, challenges, and receptivity. The researchers strived to create a natural, free-flowing dialogue by actively and thoughtfully listening to the SEL experiences shared during the interviews. After each interview, the conferencing software was used for transcription, and once reviewed and cleaned for errors, all recordings were permanently deleted.

Reflexivity and Positionality

Before data analysis, the researchers engaged in reflexivity, discussing experiences, beliefs, values, and assumptions about SEL practice and receptivity (Watt, 2007). Reflexivity is integral in qualitative research, as it forces the consideration and exposure of researcher bias around the topic at hand and the research process itself through analytical reflection and dialogue. We participated in a group dialogue to achieve this end. We discovered that we believe SEL is a valuable component of school curricula and that it depends highly on solid student-teacher relationships. We all identified teachers who impacted our lives through solid SEL practice and believed that teachers who do this well increase the level of connectedness in a classroom.

Per the guidance of Lincoln and Guba (1985), the positionality of the researchers must be clarified because it directly influences how the study is conducted, as well as the principal findings and interpretations. All four researchers are social science academics and educators trained in qualitative research methods and hold professorship or graduate student roles at higher education

institutions. One identifies as a White woman, one as a Multi-Racial woman, one as a Black man, and one as a White man. Two of the four taught in K-12 educational settings, and all have taught at the collegiate level. The practices of reflexivity and positionality were purposely embedded to emphasize the participants' experiences and perspectives rather than the researchers' points of view.

Data Analysis

A deductive analysis of the interview data was conducted using Stake's (1995) four-step deductive data analysis process of direct interpretation, categorical aggregation, pattern recognition, and naturalistic generalizations. A structured coding protocol was first designed using the CASEL Framework (2024) to hone in on how teachers perceived student receptivity to SEL in secondary classrooms. Through the application of Stake's first step, an independent review of the interview transcripts was conducted to identify codes related to the research question. This process enabled researchers to individually draw direct interpretations from the data before discussing coding. In the second step, the researchers collaboratively accomplished categorial aggregation of the codes by conceptually grouping them. This stage revealed the importance of consistency, expectations, fidelity, and genuineness in SEL implementation.

Following Stake's (1995) pattern recognition step, themes were developed by refining the codes and the conceptual grouping of the codes. This process enabled the researchers to whittle down the number of codes and to develop fuse codes, which aided in determining teacher perceptions about student receptivity to SEL. All individuals spoke of their own experiences implementing SEL, how students demonstrated receptivity, and how trusting relationships produced strong SEL outcomes. In the fourth step, naturalistic generalizations occurred by evaluating the themes to ensure they represented the entirety of the data and could be applied broadly (Stake, 1995). At the conclusion of this step, two final themes were identified: a genuine commitment to SEL is key, and student receptivity varies based on the perceived authenticity of SEL delivery.

Trustworthiness

Multiple verification strategies ensured the findings were trustworthy (Lincoln & Guba, 1985). To address credibility, cross-case synthesis was utilized throughout the data analysis to examine whether the themes were cases of similar or different teachers' perspectives (Hayes, 1997). To achieve transferability, thick, rich descriptions were utilized with participants' direct quotes (Lincoln & Guba, 1985). Reflexivity (Watt, 2007) and stating researcher positionality bolstered the dependability of the findings as potential researcher bias with this topic and methodological approach were clarified. Confirmability occurred by validating themes in the early and late stages of the data analysis process (Miles et al., 2019). Dependability and confirmability were also accomplished by involving multiple researchers in evaluating and providing several feedback loops on the identified themes.

Findings

Theme 1: A Genuine Commitment to SEL is Key

The participants in this study believed that SEL was more effective and openly received by students when there was a genuine commitment to SEL by all teachers, staff, and administrators in the school. In their experiences, SEL needed to be integrated into the school culture, and students

were more receptive to SEL content when it was part of their everyday school experiences, including in academic lessons and student-staff interactions. The secondary teachers also shared that they were more confident and deliberate in their interactions with students when they were empowered to commit time and resources to SEL content.

The secondary teachers believed the foundation for genuine commitment to SEL practices was the school leadership. As Penelope, a middle school teacher, shared, "Leadership sets the tone for SEL instruction, and if a leader doesn't think it's valued as much as some other curricula, then it isn't valued." Having leaders who are committed to SEL as an integral part of the school culture and community, as well as providing opportunities to learn, share, and demonstrate the importance of SEL, was critical. According to James, a high school teacher,

> Leaders empower staff members to focus on SEL by providing interest and opportunities for staff members to demonstrate the efficacy of SEL... [it] takes time and consistency to have any kind of impact . . . you have to set those expectations, set that culture of self-discovery, self-motivated learning, and a commitment to growth.

As James articulated, when administrators emphasized the long-term commitment to SEL implementation in classrooms and the school, students had more opportunities to witness its efficacy over time, which positively impacted receptivity.

Similarly, leaders who set SEL objectives and discussed expectations for integrating SEL in the classroom empowered teachers to incorporate SEL in daily instruction. Tristan, a high school teacher, shared that his principal encouraged "20% time," in which the teacher and students focused on SEL: "He says spend 20% of your class time, not doing whatever your given content area is, and he mainly emphasizes getting to know your [students]." The "20% time" expectation from his principal emphasized the importance of SEL in the school culture and community and encouraged Tristan to prioritize SEL in his classroom daily.

Teachers also discussed that a genuine commitment to SEL came from ongoing professional development, training, and support in SEL. As the participants in this study were all teaching in different schools, they all had different SEL curricula, yet there was a general consensus that a collective training environment for teachers to practice honing their SEL skills was beneficial. Stacy emphasized the importance of "meeting teachers where they are" regarding SEL practices, specifically helping them identify the critical competencies they use in their own lives and classroom practices. She also stated:

> Once we help teachers to know they are actually already doing [SEL] work and connecting it back to them in their classroom practice, they seem to be more comfortable with it and learn that [it] is actually going to help them further develop their teaching craft.

According to Stacy and other participants, a genuine commitment to SEL occurs when teachers become comfortable integrating SEL content and material across the curriculum.

As the teachers in this study discussed, the CASEL Framework (2024) must be valued by the leadership and integrated into the school culture and environment so that students know the value of SEL. By demonstrating the five competencies, such as self-awareness, relationship skills, and responsible decision-making, through leadership and among teachers and staff, students

received a model for exhibiting these same competencies. Thus, SEL instruction was more effectively received by students when the competencies were discussed as part of the content to be learned and demonstrated by teachers, staff, and administrators as a way of living and interacting with each other.

THEME 2: STUDENT RECEPTIVITY VARIES BASED ON PERCEIVED AUTHENTICITY OF SEL DELIVERY

All participants believed SEL instruction and programming lead to positive student outcomes; however, the effectiveness of SEL and student receptivity fluctuated depending on delivery and authenticity. Participants in the study emphasized that students were more receptive to SEL when teachers were viewed as authentically delivering the SEL content. As defined by the participants, authenticity referred to the teachers' belief in the efficacy of the SEL content and their ability to demonstrate vulnerability and trustworthiness with students. As Ally, a high school teacher, stated, "Everyone knows when someone is being authentic or not, especially teenagers!" Similarly, James, a high school teacher, reiterated the importance of authenticity:

> Teachers need to work from their personal strengths to make it authentic, you cannot pretend to be someone you are not with this kind of content. [Students] will know if you are being real or not. That credibility is so important.

When teachers find their authentic voice in SEL work, teachers and students reap the benefits.

To build the foundation of authenticity with their students, teachers highlighted the importance of building relationships and interacting with their students as fellow "humans," not only as authority figures. As Lucy, a teacher at an alternative high school, described:

> We really focus on building those relationships and building that trust, and we take some time to get to know one another and be human with one another . . . Obviously appropriately being authentic and vulnerable with your students, really just trying to humanize myself to build that relationship.

She also stressed the importance of showing interest in students' lives and supporting them outside of school to build that trust. Similarly, David stated: "Students don't care what you know until they know that you care . . . let[ting] them know that you care about them and that they matter, colors everything else that happens in your classroom." Thus, building relationships with students focused on genuine interest and trust led to the authenticity required for secondary students to listen and be receptive to SEL content.

According to the participants in this study, authentic delivery of SEL content was only possible when the teacher genuinely valued the impact of SEL content. Teachers who understood how SEL content enhanced their students' goals, skills, and relationships were more capable of showing their students how SEL concepts related to their lives. To ensure authentic delivery and build positive relationships with students, the teachers in this study demonstrated CASEL's (2024) five competencies by being self-aware of their own beliefs, demonstrating social awareness of the impact of SEL, and modeling relationship skills with students. This includes establishing rapport, building trust, and being open and vulnerable with students. Teachers were authentic not only when delivering SEL content but also in their daily interactions with students, which provided more opportunities for students to experience the value of SEL.

DISCUSSION

This instrumental case study (Stake, 1995) explored teachers' perceptions regarding secondary students' receptivity to SEL using the five competencies of the CASEL Framework (2024). Two themes emerged through a deductive data analysis process: (1) a genuine commitment to SEL is key, and (2) student receptivity varies based on the perceived authenticity of SEL delivery. For the participants in this study, commitment and authenticity were necessary for student receptivity to SEL content at the secondary level and were more important to all participants than any specific curriculum or focus within SEL. These implications suggest that while SEL curriculum and implementation expectations may vary across schools, a genuine commitment to SEL and authentic relationships and content delivery are of utmost importance in reaching secondary students.

Focusing on secondary teachers' perceptions and the need for genuine commitment and authentic delivery sets this study apart from previous SEL literature. Prior studies concentrated on best practices for SEL implementation in elementary and secondary settings (Allbright et al., 2019; Blewitt et al., 2021; Civic Enterprises et al., 2013; Delpit, 2006; Jennings et al., 2013; Low et al., 2016; Payton et al., 2008); but little attention was given to secondary teachers and their experiences with SEL delivery and student reception. For the teachers in this study, commitment and authenticity are foundational in reaching secondary students with SEL. Furthermore, this study also reinforces the critical role of teachers in the high-quality implementation of SEL programs in schools (Allbright et al., 2019; Civic Enterprises et al., 2013; CASEL, 2024; Durlak et al., 2022; Jennings et al., 2013; Konishi & Wong, 2018; Low et al., 2016; Rubagiza et al., 2016; Sprenger, 2020) and the importance of teacher buy-in as their belief in what they are teaching leads to authenticity and genuine commitment.

Low et al. (2016) affirmed that SEL curricula's personal and experiential nature requires teacher-student relationships to have stronger foundations of trust and respect, which the secondary teachers in this study echoed. As they described, for SEL to be received well, the students needed to know the teachers cared about them, were authentic in their delivery, and that the genuine commitment to SEL was evident schoolwide. Thus, the study also reinforces the importance of a schoolwide SEL focus and adoption for the SEL program to be more effective (Allbright et al., 2019; Civic Enterprises et al., 2013; Konishi & Wong, 2018; Whitehurst, 2016). The teachers in this study felt more empowered to promote, teach, and model SEL when their school leaders emphasized the importance of SEL and the competencies exhibited by all teachers, staff, and administrators.

While genuine commitment and authentic delivery were the two main themes emerging from the data, CASEL's Framework (2024) and five competencies were integral parts of SEL in the participants' schools and interactions. The secondary teachers described the need for all school staff and administrators to demonstrate responsible decision-making, relationship skills, self-management, and social and self-awareness when implementing and modeling SEL in daily interactions. These five competencies must be valued and integrated into the school culture so that students can witness and understand their value. Furthermore, the teachers needed to demonstrate the five competencies when building relationships with students, modeling SEL in classroom interactions, and authentically delivering content.

IMPLICATIONS

In unison, teachers spoke of the ways in which SEL leads to positive outcomes for students but that student receptivity fluctuates dramatically by teacher practice. Consequently, teachers have the power to undermine SEL efforts with students both consciously and unconsciously. These findings suggest that teacher buy-in and positive administrative modeling are critical for successful SEL implementation and meaningful student receptivity as both buy-in and modeling promote authenticity and commitment. SEL cannot be seen as an add-on; it must be integral and well-integrated throughout the school curricula and co-curricular efforts to ensure teacher and student buy-in.

LIMITATIONS

While the study's design attempted to uncover researcher bias through the process of reflexivity, we cannot absolve ourselves from the fact that confirmation bias could have affected our findings and interpretations. We believe strongly in the need for SEL in secondary schools and that teachers are the linchpin to good SEL practice. We also believe teacher preparation programs and school administrators must model and provide resources to drive good practice. These beliefs could have clouded our ability to appreciate the possibility that students were not receptive to SEL. Additionally, convenience sampling through a university-based email alert led to a homogeneous sample, although the sample is representative of teacher demographics in the state of Colorado. Finally, this study was designed to ascertain teachers' perceptions of SEL, but their perceptions were not triangulated with students or other school stakeholders, which is a limitation of the study design.

FUTURE RESEARCH

To triangulate the findings, future research must explore how secondary teachers demonstrate authenticity in SEL delivery from multiple vantage points, such as students, fellow teachers, and district/school administrators. Future research would also benefit from studying best practices in improving student receptivity to SEL opportunities, the intentionality of teacher delivery, and if content reframing yields greater receptivity. For the teachers in this study, there was no SEL recipe to follow, as tailoring content to students with genuine commitment and authenticity was critical to receptivity.

CONCLUSION

This study reinforces the critical role of teachers in the high-quality implementation of SEL programs in schools, as well as the need for a schoolwide culture that values SEL (Allbright et al., 2019; Civic Enterprises et al., 2013; Durlak et al., 2022; Jennings et al., 2013; Konishi & Wong, 2018; Low et al., 2016; Rubagiza et al., 2016; Sprenger, 2020). As teachers are an integral component of SEL, their perspectives and experiences are vital in improving and bolstering SEL at the secondary level. This study highlights the importance of a genuine commitment and authenticity in SEL delivery to impact and reach secondary students positively, regardless of the SEL curriculum. For students to value SEL, they must experience a school culture that demonstrates the competencies in interactions and relationships and witness authentic delivery of SEL content. For the teachers in this study, a genuine commitment and authenticity were essential to SEL delivery and student receptivity at the secondary level.

REFERENCES

Allbright, T. N., Marsh, J. A., Kennedy, K. E., Hough, H. J., & McKibben, S. (2019). Social-emotional learning practices: Insights from outlier schools. *Journal of Research in Innovative Teaching & Learning*, *12*(1), 35–52. https://doi.org/10.1108/JRIT-02-2019-0020

Atkins, J. L., Vega-Uriostegui, T., Norwood, D., & Adamuti-Trache, M. (2023). Social and =emotional learning and ninth-grade students' academic achievement. *Journal of Intelligence*, *11*(9). https://doi.org/10/3390/jintelligence11090185

Blewitt C., O'Connor A., Morris H., Nolan A., Mousa A., Green R., Ifanti A., Jackson K., & Skouteris H. (2021). "It's embedded in what we do for every child": A qualitative exploration of early childhood educators' perspectives on supporting children's social and emotional learning. *International Journal of Environmental Research and Public Health, 18*(4). https://doi.org/10.3390/ijerph18041530

Civic Enterprises, Peter D. Hart Research Associates, Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A report for CASEL. A national teacher survey on how social and emotional learning can empower children and transform schools*. https://casel.org/the-missing-piece/?view=true

Collaborative for Academic, Social, and Emotional Learning. (2024). *What is the CASEL framework?* https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Committee for Children (2024). *Second step research summary*. https://cdn.secondstep.org/static/pdf/high-school/second-step-hs-research-summary.pdf

The Core Project. (2024). *Social-emotional learning: Advisory core lessons.* https://static1.squarespace.com/static/5e9cd7a6d480db0db0260546/t/5ea34436680aba0900d6e608/1587758246546/3-+Social+Emotional+Learning+-+Curriculum+Guide+.pdf

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom.* Norton.

Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin, 148*(11-12), 765–782. https://doi.org/10.1037/bul0000383

Ernest, B. W., Reaves, M. & Smith, R. (2022). The state of trauma-informed practice i n education: A focused review of literature. *Educational Research: Theory and Practice, 33*(1), 7–13.

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health, 53*(2), 180–186. https://doi.org/10.1016/j.jadohealth.2013.02.021

Felton, E. (2016, March 2). Is social and emotional learning key to college success? *The Atlantic*. https://www.theatlantic.com/education/archive/2016/03/when-social-and-emotional-learning-is-key-to-college-success/471813/

Hayes, N. (Ed.). (1997). *Doing qualitative analysis in psychology*. Psychology Press.

Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly, 28*(4), 374–390. https://doi.org/10.1037/spq0000035

Kautz, T., Feeney, K., Chiang, H., Lauffer, S., Bartlett, M., & Tilley, C. (2021, August). *Using a survey of social and emotional learning and school climate to inform decision-making* (REL 2021-114). Mathematica Policy Research Reports. https://files.eric.ed.gov/fulltext/ED614079.pdf

Konishi, C., & Wong, T. K. (2018). Relationships and school success: From a social-emotional learning perspective. In B. Bernal-Morales (Ed.), *Health and academic achievement,* (pp. 103-122). IntechOpen. https://doi.org/10.5772/intechopen.75012

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Low, S., Smolkowski, K., & Cook, C. (2016). What constitutes high-quality implementation of SEL programs? A latent class analysis of Second Step® implementation. *Prevention Science, 17*(8), 981–991. https://doi.org/10.1007/s11121-016-0670-3

Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018, November 26). An update on social and emotional learning outcome research. *The Phi Delta Kappan, 100*(4), 18–23. https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/

Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Collaborative for Academic, Social, and Emotional Learning. https://files.eric.ed.gov/fulltext/ED505370.pdf

Rogers, J. E. (2019). *Leading for change through whole-school social-emotional learning: Strategies to build a positive school culture*. Sage Publications.

Rubagiza, J., Umutoni, J., & Kaleeba, A. (2016). Teachers as agents of change: Promoting peacebuilding and social cohesion in schools in Rwanda. *Education as Change, 20*(3), 202–224. https://doi.org/10.17159/1947-9417/2016/1533

Sprenger, M. (2020). *Social-emotional learning and the brain: Strategies to help your students thrive*. ACSD.

Stake, R. E. (1995). *The art of case study research*. Sage Publications.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report, 12*(1), 82–101.

Whitehurst, G. J. R. (2016, March 24). Hard thinking on soft skills. *Brookings*. https://www.brookings.edu/research/hard-thinking-on-soft-skills/