



Australian Government

Department of Education, Employment and Workplace Relations

NATIONAL WORKSHOPS

SESSION 1

Research Background and Key Concepts

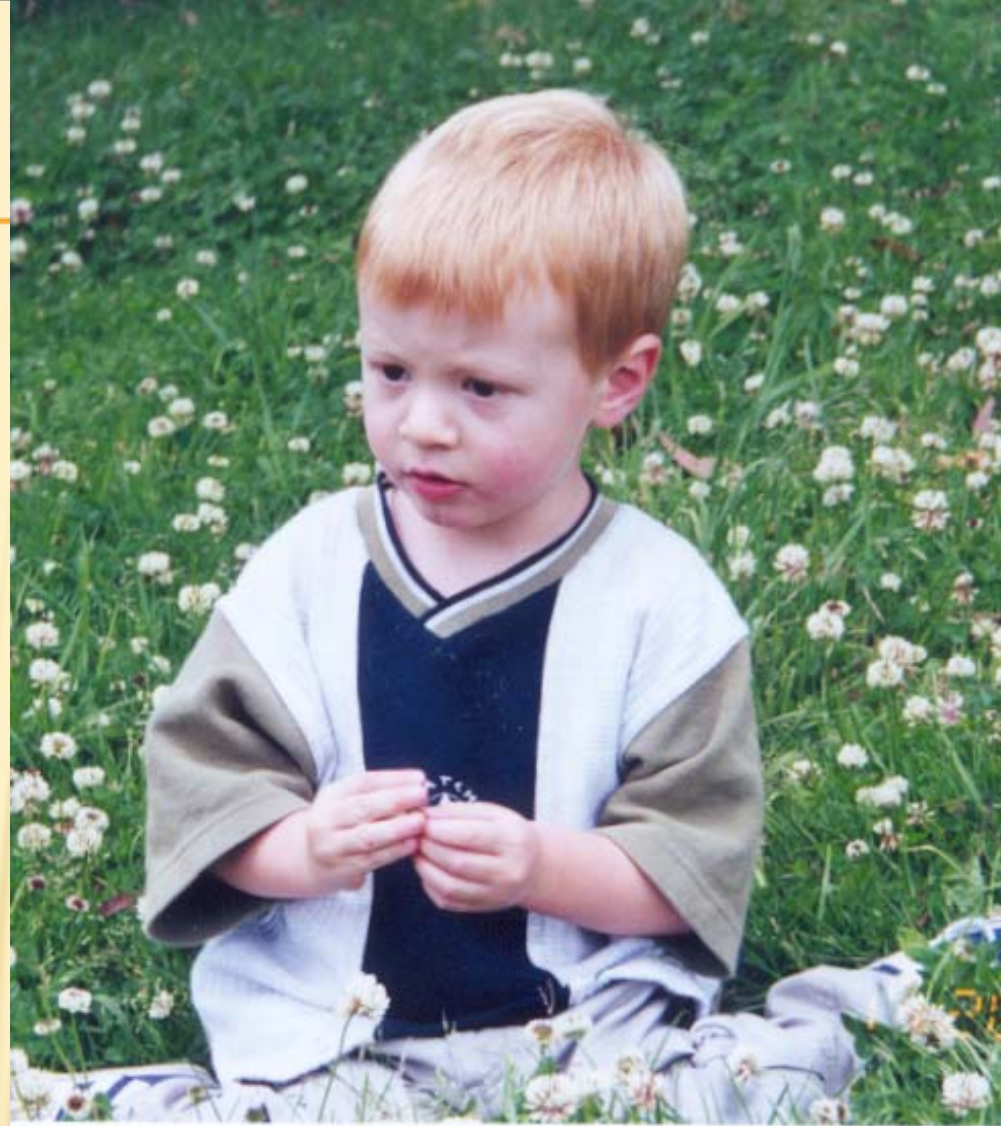
THE OVERALL APPROACH

**'Kids can walk around trouble
if there is some place to walk to
and someone to walk with.'**

Former gang member, Tito:

McLaughlin, M.W. et.al. *Urban Sanctuaries*. Jossey Bass,
San Francisco

Our approach to early years' students...



**"What's right with you is a starting point.
What's wrong with you is beside the point"**

EVIDENCE BASED APPROACHES...

- ✘ You will note throughout the constant references to research.
- ✘ This is a key principle of the Professional Learning Package.

WHY THIS APPROACH?

- ✘ Research shows that...
 - + the development of **resilience** and **social and emotional learning** are valuable protective factors.
 - + protective factors minimise current and future drug related and other harms.

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WHY FOCUS ON RESILIENCE?

Resilience Research

- ✘ What is resilience?
- ✘ Please discuss amongst yourselves.
- ✘ We will check your ideas in following slides.

SOME DEFINITIONS....

- ✘ ... the capacity to “bounce back from adversity”
(Wolin & Wolin 1999)

OTHERS' VIEWS OF RESILIENCE

- ✘ Being resilient involves “the **inherent** and **nurtured** capacity of individuals to deal with life stressors in ways that enable them to lead healthy and fulfilling lives” (Howard & Johnson 1999)

-
- ✘ "Resilience in an individual refers to successful adaptation despite risk and adversity."
(Masten, 1994)

-
- ✘ "Resilience is the ability to thrive, mature, and increase competence in the face of adverse circumstances.
 - ✘ These circumstances may include biological abnormalities or environmental obstacles."

(Gordon,1995)

SOME BELIEFS TO CONSIDER...

- ✘ Let's examine some of the following statements

REFLECT ON THESE....

- ✘ The best way to develop resilience is to concentrate on the 'at risk' students and relevant risk factors.
- ✘ *True or false?*
- ✘ No simple correlation exists between risk factors and problems in students' lives.
- ✘ A focus on risk factors has a negative spiral to it. (i.e., *encourages victims*)

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Wolin, S. & Wolin, SJ. 2001. *Shaping a brighter future by uncovering 'survivor's pride'*.

www.projectresilience.com/article19.htm

Davis, N.J. 1999. *School violence prevention. Status of research and research based programs on resilience.* 12

www.mentalhealth.org/schoolviolence

- ✘ Resilience is innate like IQ.

- ✘ Comment?

- ✘ Evidence suggests that children do have differing predispositions to developing resilience.

- ✘ This does not suggest inevitability. It is developmental – not a fixed ability.

Prior, M. 1999. 'Resilience and coping. The role of individual temperament.' In E.Frydenburg learning to cope: developing a person in complex societies. Oxford University Press, Oxford. 33-52

Teichner, M.H.. 2000. *Wounds that time won't heal*. Celebrum, 2. No. 4.

✘ Focusing on school culture can significantly help students feel more connected (and develop resilience).

✘ Comment?

- ✘ A focus on a single set of skills will have limited effects.
- ✘ An approach that blends a focus on school and class culture with the development of personal skills is more likely to succeed.

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- ✘ Once resilience is developed you will always have it.
 - ✘ Comment?
 - ✘ Resilience is context bound.
 - ✘ Resilience can also be influenced by single events or changing circumstances.
 - ✘ Resilience building needs to be age appropriate.

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- ✘ Boys and girls are both likely to be vulnerable to risk factors.
 - ✘ Comment?
 - ✘ Boys more vulnerable in first 10 years.
 - ✘ Girls more vulnerable from 10 onwards.

Werner, E.E. and Johnson, J.J. 1999. 'Can we apply resilience?' in M.D. Glantz *Resilience and development*. Kluwer Academic/Plenum Publishers, NY, 5-14

Gilligan, C. 1990. *Making connections: the relational world of adolescent girls*. Harvard University Press, Cambridge.

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- The earlier you start teaching social and emotional competencies in a child's school career, the better.

- This is so true.
(Seligman, 1995)
- But, more recent research is showing that 0-3 years is really important in the development of social and emotional competence.

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- ✘ Social and emotional competencies are vital components of good health and well-being and contribute to **resilience.**

WHAT ARE SEC'S?

- ✘ Social and emotional competencies refer to such things as:
 - + *the ability to recognize and manage emotions,*
 - + *develop care and concern for others,*
 - + *make responsible decisions,*
 - + *establish positive relationships and*
 - + *handle challenging situations effectively*

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SEL AND ACADEMIC ACHIEVEMENT: *WHAT DOES RESEARCH SAY?*

Zins, Weissberg, Wang, & Walberg (2004)

Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?

This summarizes a growing body of evidence showing that SEL leads to improvements in:

1. Attitudes (motivation, commitment)
2. Behaviour (participation, study habits)
3. Performance (grades, subject mastery)

THE DATA CAME FROM A META ANALYSIS OF MANY PROGRAMS SUCH AS:

1. *Check and Connect*
2. *Social Problem Solving and Social Decision Making*
3. *PATHS*
4. *Seattle Social Development Project*
5. *Cooperative Learning Intervention*
6. *Caring School Communities*
7. *Resolving Conflicts Creatively Program*

HOW IS ALL REDI DIFFERENT?

Research:

- emphasises the need for *explicit teaching* of social and emotional competencies within a whole-school framework.
- Learning social and emotional competencies cannot be left to chance.

LINKS TO DRUG EDUCATION?

- When developing programmes for the early years' it is important to focus on:
 - **students' health, well-being and resilience**
 - **social and emotional competence**
- **Drug education** forms part of the overall approach to developing resilience and social and emotional competence.

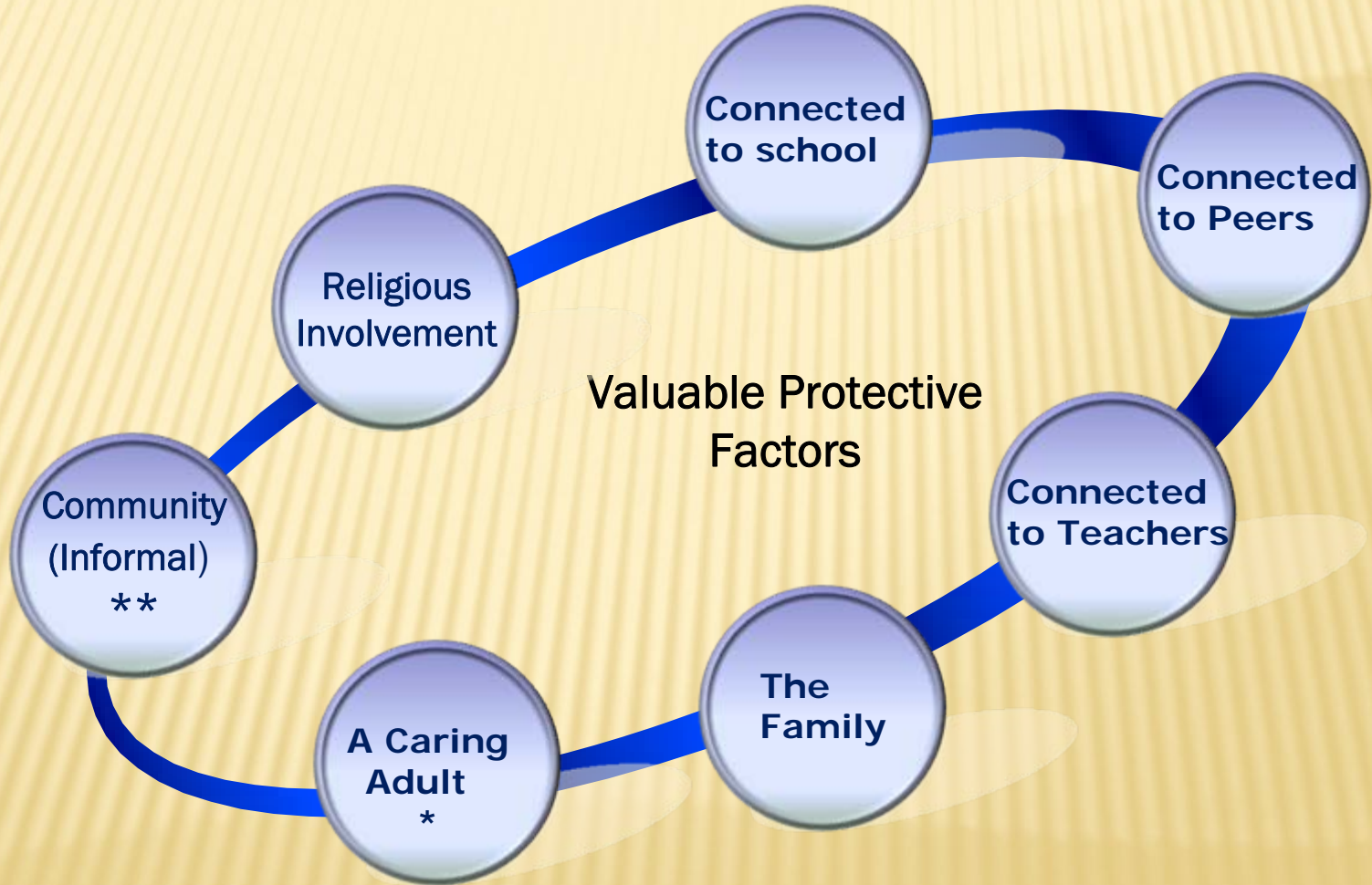
AS YOU KNOW.....

- ✘ When you are teaching social and emotional competencies, you are also teaching drug education as well as personal development and health.

LET'S DIG A LITTLE DEEPER!

- ✘ **Research about protective factors** (i.e., *factors that promote resilience and confidence*)

KEY PROTECTIVE FACTORS....



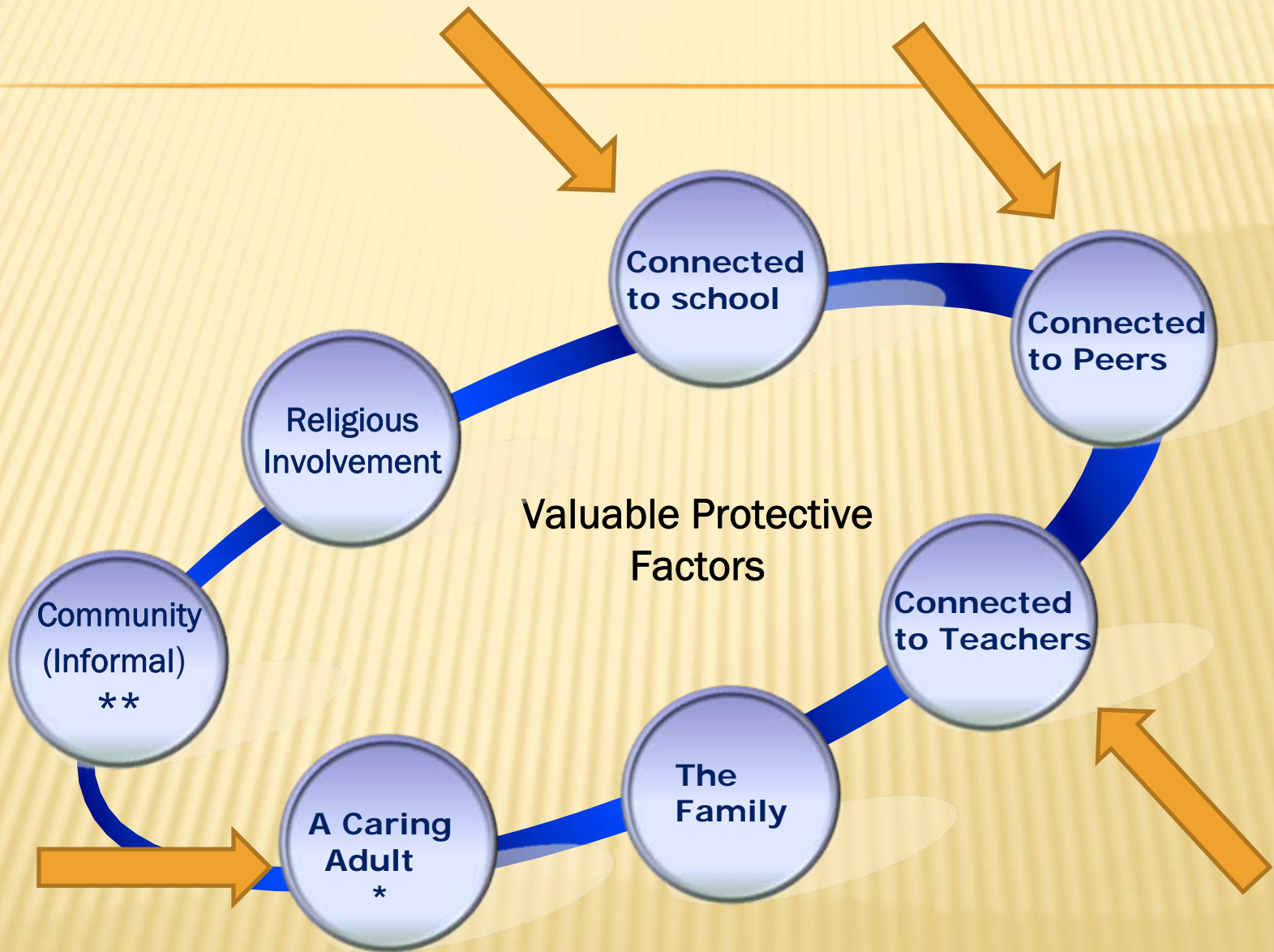
* outside the family

** friendly relationships rather than structured and formal activities.

IN THE PREVIOUS SLIDE.....

- ✘ Note that 4 of the 7 protective factors can be strongly influenced by the school.
- ✘ Recall what they were?

Answers on the next slide.....



* outside the family

** friendly relationships rather than structured and formal activities.

WHAT ARE SOME PERSONAL ATTRIBUTES OR SKILLS THAT ARE IMPORTANT?



ACTIVITY

- ✘ Discuss what you see as a suitable set of 'main headings' that could be part of a **framework** or **program** of social and emotional competency development for students.
- ✘ Perhaps no more than 5 or 6 would do.

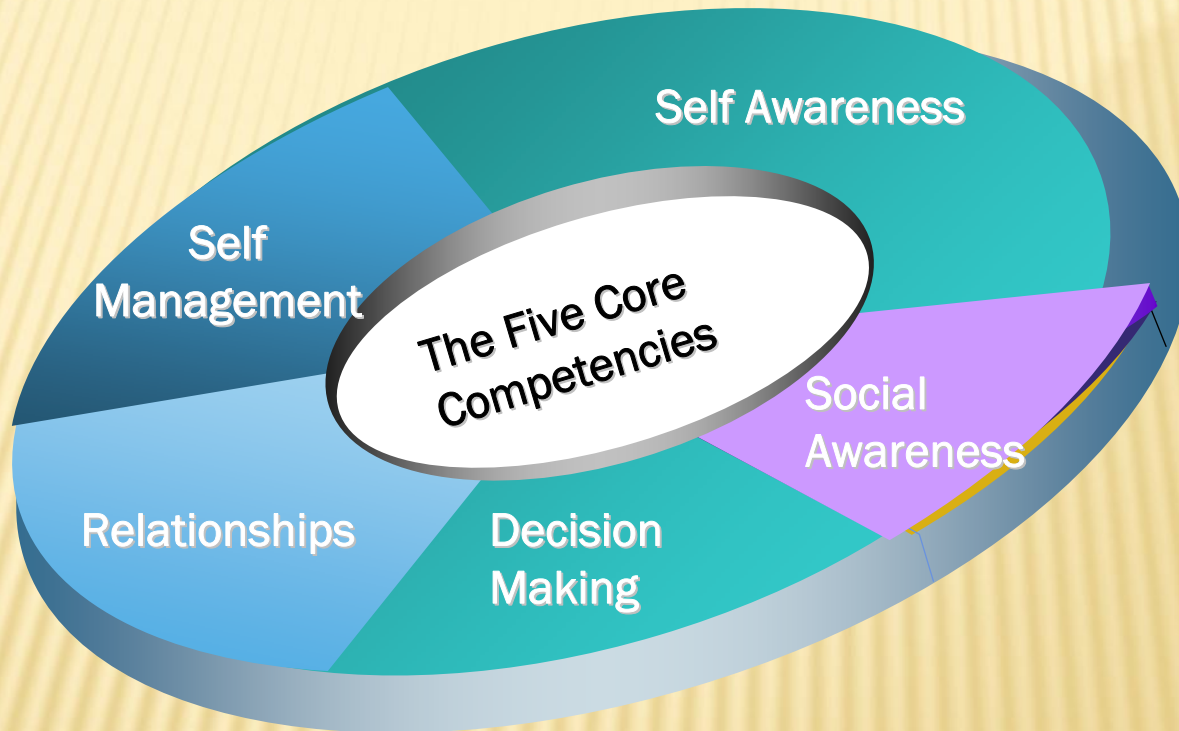
WHAT ARE THE CORE SOCIAL AND EMOTIONAL COMPETENCIES?

- ✘ We have drawn on the KidsMatter approach.....



THE KIDSMATTER APPROACH....

✘ The 5 Core Competencies...



COMMON LANGUAGE

- ✘ It is important that school communities use the same terms for the competencies.
- ✘ This helps the students understand what you are seeking.

UNPACKING EACH CORE COMPETENCY

- ✘ The very global core competencies need unpacking so they are teachable.
- ✘ For example, how would you unpack **social awareness** and refine what it means? Discuss then check the next slide.

CORE COMPONENTS.....

- ✘ identify others' thoughts;
- ✘ interpret others' thoughts;
- ✘ identify others' feelings;
- ✘ Interpret others' feelings; and
- ✘ decide how to react.

MEANING.....

- ✘ how do you know what others are thinking or feeling;
- ✘ what gives you the clues;
- ✘ what are the verbal cues;
- ✘ what are the non-verbal cues;
- ✘ how can you confirm your thoughts; and
- ✘ how should you react?

SOCIAL AWARENESS

BREAKING DOWN THE COMPETENCIES...

Consider the next slide;

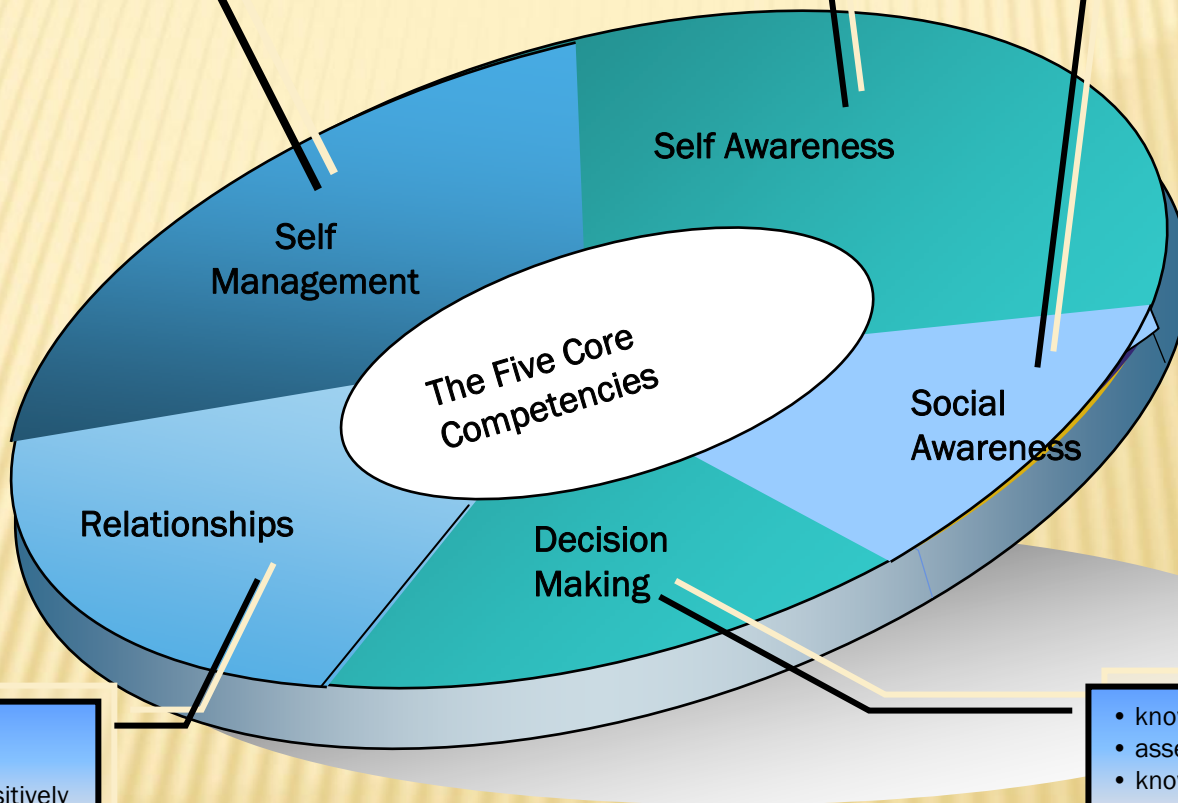
examine how the competencies
have been broken down; and

discuss and respond.

- monitoring feelings
- regulating feelings
- setting short term goals
- setting long term goals
- working towards goals
- setting appropriate goals

- identifying emotions
- labelling emotions
- knowing your strengths
- cultivating your strengths

- identify others' thoughts
- interpret others' thoughts
- identify others' feelings
- interpret others' feelings
- value differences
- know differences are complementary



- express self verbally
- use non-verbals
- use communication positively
- connect positively with others
- resolve conflict positively
- address others' needs in conflict
- say 'no'.
- stick to a decision to say 'no'.

- know when to make decisions
- assess factors
- know to act in a legal and safe way
- treat others kindly
- contribute to common good
- generate solutions to problems
- implement solutions
- evaluate solutions

IN SUMMARY.....

- ✘ Focus on protective factors.
- ✘ Explicitly teach personal skills.
- ✘ Focus on 'how we do this'.
- ✘ Know the facts – use the research.
- ✘ Start early with SEL – the earlier the better.

REFLECT ON THE FOLLOWING....

- ✘ The value of exploring key concepts.
- ✘ The value of exploring relevant research.
- ✘ How well you can explain some of the key ideas such as resilience, the core competencies, the components of the competencies etc, etc.