

# Social, Emotional, and Academic Development

FAST  
FACTS



*What we know about social, emotional, and academic development.*



## **Nine out of ten**

teachers believe social and emotional skills can be taught and that it benefits students.<sup>1</sup>

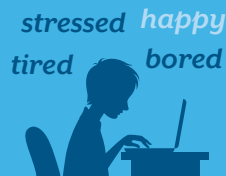


## **Four in five**

teachers want more support to address students' social and emotional development.<sup>1</sup>

## **75% of the words**

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.<sup>2</sup>



*Integrating social and emotional development improves students' attitudes and engagement.<sup>3</sup>*



## **Growth in occupations**

that require the mastery of social and emotional skills has outpaced growth of all other occupations.<sup>4</sup>



Eight in ten employers say social and emotional skills are the **most important to success**

and yet are also the hardest skills to find.<sup>5</sup>

*Social and emotional competency is at least as predictive of academic and career achievement as is IQ.<sup>6</sup>*



Supporting students' social and emotional development produces an **11-percentage-point gain** in grades and test scores.<sup>3</sup>



Social and emotional skills help to build cognitive skills. They **help students learn academic content** and apply their knowledge.<sup>7</sup>



After paying for college, the next

## **biggest concern among parents**

is their children's social and emotional well-being.<sup>8</sup>

Attention to social and emotional development is not only valuable in early childhood.

*Sustaining a focus on social and emotional growth through adolescence is crucial* for improving achievement and outcomes beyond school.<sup>9</sup>



Integrating social and emotional development with academic learning returns

**\$11 for every \$1 invested.**<sup>10</sup>

### *High social and emotional competency...*



**Increases** high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages.<sup>11</sup>

**Decreases** dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.<sup>11</sup>



## CITATIONS

- <sup>1</sup> Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A report for CASEL*. Washington, DC: Civic Enterprises.
- <sup>2</sup> Brackett, M. A. (2015). *The emotion revolution*. [PowerPoint slides]. Retrieved from <http://ei.yale.edu/what-we-do/emotion-revolution>.
- <sup>3</sup> Durlak, Weissberg, Dymnicki, Taylor & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.
- <sup>4</sup> Deming, D. J. (2015). *The growing importance of social skills in the labor market* (NBER Working Paper No. 21473). Cambridge, MA: National Bureau of Economic Research.
- <sup>5</sup> Cunningham, W., & Villasenor, P. (2016). *Employer voices, employer demands, and implications for public skills: Development policy connecting the labor and education sectors*. Washington, DC: World Bank Group.
- <sup>6</sup> Almlund, M., Duckworth, A., Heckman, J., & Kautz, T. (2011). Personality psychology and economics. In E. A. Hanushek, S. Machin, & L. Wossmann (Eds.), *Handbook of the economics of education* (pp. 1-181). Amsterdam, Netherlands: Elsevier.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-44.
- <sup>7</sup> Cunha, F., & Heckman, J. J. (2008). Formulating, identifying, and estimating the technology of cognitive and noncognitive skill formation. *Journal of Human Resources*, 43(4), 783-782.
- Cooper, C. L., Goswami, U., & Sahakian, B.J. (2009). *Mental capital and wellbeing*. Hoboken, NJ: John Wiley & Sons.
- <sup>8</sup> Learning Heroes. (2016). *Parents 2016: Hearts & minds of parents in an uncertain world*. Washington, DC: Author.
- <sup>9</sup> Heckman, J. J. (2008). *The case for investing in disadvantaged young children. Big ideas for children: Investing in our nation's future*, 49-58. Retrieved from: <http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>.
- <sup>10</sup> Belfield, Bowden, Klapp, Levin, Shand & Zander. (2015). *The economic value of social and emotional learning*. New York, NY: Center for Benefit-Cost Studies in Education: Teachers College, Columbia University.
- <sup>11</sup> Kautz, Heckman, Diris, Bas ter Weel, & Borghans. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Paris, France: Organization for Economic Cooperation and Development.