

Developing a Holistic, Differentiated, Systemic Framework for Social and Emotional Education

Opening Keynote Presentation, Network of
Education Policy Centers (NEPC), Summer
School on Social and Emotional Education,
Croatia



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- **EU Policy Context for SEE**
- **Holistic, Differentiated, Systemic Principles
Underpinning Cefai et al 2018 Framework for
Social and Emotional Education**
- **Evidence of SEE benefits**
- **Spatial Relational Systems:
Concentric/Diametric Spaces**
- **Cautionary Notes**

- New EU Key Competence for Lifelong Learning: **Personal Social and Learning to Learn** Key Competence
- Cefai et al (2018): *Strengthening Social and Emotional Education as a core curricular area across the EU A review of the international evidence:* Key rationale for this



The Paris Declaration 2015

Strengthening the key contribution which education makes to **personal development**, social inclusion and participation, by **imparting the fundamental values and principles which constitute the foundation of our societies** ;

2 _ Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality ;

Subjects like moral education, values education, citizenship education, physical education, health education, relationships and sexual education, all of which are quite pervasive in the curricula of Member States, may overlap and complement SEE but do not replace it (Downes and Cefai, 2016; OECD, 2015).

Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017)

Holistic - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents

Systemic - Beyond individual resilience to **inclusive systems**

Differentiated – not one size fits all, **targeted interventions** that distinguish different levels of complexity of need building on public health models of need



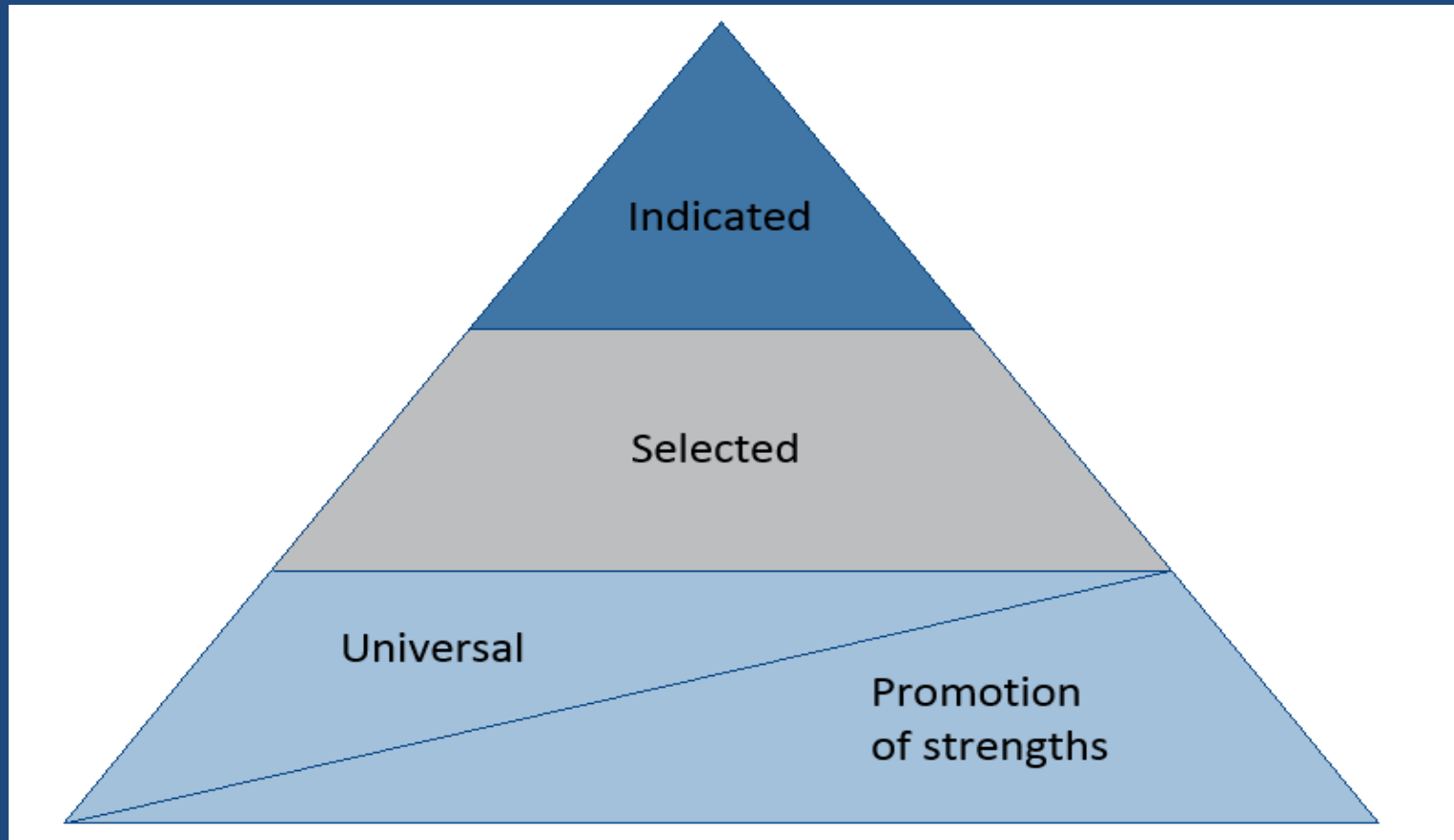
Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as Superman or Wonderwoman ! (Downes 2017)

Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition

Universal – *All*

Selected – *Some, Groups, Moderate Risk*

Indicated – *Individual, Intensive, Chronic Need*



Levels of need – SEE is not to replace supports for trauma

The OECD's *10 Steps to Equity in Education* (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

1. A Holistic Curricular Focus on Social and Emotional Learning (SEE) for Bullying Prevention



A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11 point increase in test scores (Durlak et al., 2011).

The gains that schools see in achievement come from a variety of factors—students feel safer and more connected to school and academic learning, children and teachers build strong relationships.

Durlak et al. (2011) highlight a range of SEE benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.

Durlak et al (2011) classroom teachers and other school staff effectively conducted SEE programs so these can be incorporated into routine educational activities and do not require outside personnel.

Sklad et al.'s (2012) meta-analysis of recent, school-based, universal programs concentrated on ones that promote development rather than prevent specific problems such as bullying.

-SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.

SEE - Not the same as civic or religious education !

Downes (2010) SEE across curricular areas: empathy in history, language and emotion in English, conflict role play in drama etc.

Cefai et al (2018)

- SEE has a positive impact on cognitive, social and emotional outcomes both in the short and long term; it increases positive attitudes towards self, others and school, enhances prosocial behaviour, and it decreases internal and external behaviour difficulties amongst children and young people.

Cefai et al (2018)

- SEE has a positive impact on academic attitudes and achievement, leading to a substantial increase in academic performance and serving as a meta-ability for academic learning.
- These positive cognitive, social and emotional outcomes have been observed in studies that follow up on interventions that were made six months to three years beforehand.
- These positive impacts have been reported across various cultural and socio-economic contexts and across the school years, from early years through to high school.

Cefai et al (2018)

- Universal SEE has an aggregate positive impact on children at school, including at risk children risk such as those from ethnic and cultural minorities, children from deprived socio-economic backgrounds, and children experiencing social, emotional and mental health difficulties.
- It therefore serves as a protective factor for these children and helps to reduce socio-economic inequality and promote equity and social inclusion. However, in such instances it needs to be accompanied by additional targeted interventions, particularly in the case of chronic and complex problems.

Cefai et al (2018)

- SEE is most effective when started as early as possible in early childhood education. SEE in the early school years is related to important adulthood outcomes in education, employment, criminal activity, substance use, and mental health. It has a greater long-term impact than approaches which are focused directly on reducing negative outcomes.
-
- SEE is beneficial for school teachers, leading to more skilled, confident and satisfied teachers

Early intervention for Holistic SEE Approach

SEE is effective from early childhood through primary, secondary, post-secondary and college education (Clarke et al., 2015; Durlak et al., 2011; Sklad et al., 2012; Weissberg et al., 2015).

The evidence base, however, suggests that early intervention, particularly in the early school years, is more effective than interventions made in later school years (Durlak et al., 2011, January et al., 2011; Jones et al., 2015).

A longitudinal study by Jones et al. (2015) showed statistically significant associations between social-emotional skills in early-years' education and important outcomes in adulthood in education, employment, criminal activity, substance use, and mental health.

Similarly, Dodge et al. (2014) reported that SEE interventions in kindergarten are related to positive adjustment in adulthood, including fewer psychological, conduct or substance abuse problems at the age of 25.

Curriculum

SEE 'does not happen by osmosis alone' (Weare and Nind, 2011); it needs to be 'structured and integrated into the curriculum'. Fragmented one-off, add-on SEE programmes are not likely to work in the long term (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Weare and Nind, 2011).

SEE needs to provide a balanced curriculum, focusing on both interpersonal and intrapersonal domains (self-awareness and self-management, and social awareness and social management), and include resilience skills and success-oriented learner engagement skills (Cefai and Cavioni, 2014; Domitrovich et al., 2017; Durlak et al., 2011; Parkes et al., 2017; Sklad et al., 2012; Taylor et al., 2017).

The curriculum needs to employ a SAFE strategy: Sequence (a structured, sequential approach); Active (implemented as an experiential, skills-based form of learning); Focused (on SEE competencies, rather than general health and wellbeing); and Explicit (with specific learning goals and outcomes). (Durlak et al., 2011; Sancassiani et al., 2015).

SEE may be implemented by adequately trained classroom teachers and other school personnel, rather than external practitioners (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Sancassiani et al., 2015; Sklad et al., 2012; Taylor et al., 2017).

One of the criteria for an effectiveness process is that competences become integrated and embedded in the curriculum and daily life of the classroom, including relationships, pedagogy and classroom management (Durlak et al., 2011, Weare and Nind, 2011).

The lack of success of the SEAL programme in the UK was in part due to it not being embedded directly into the formal curriculum and the teaching staff not being involved in its delivery and reinforcement (Humphrey et al, 2008, 2010).

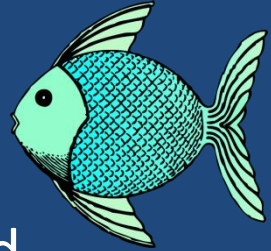
Programmes delivered by teachers with the whole classroom are as effective or more effective than when delivered by external practitioners (Durlak et al., 2011, Sklad et al., 2012), and having teachers implement the curriculum in their classroom is also more feasible and practical (Barnes et al., 2014; Clarke et al., 2015).

SEE makes use of culturally responsive, formative assessment for learning, and avoids competitive examinations, comparisons and ranking.

Empirical argument – widespread potential benefits of SEE but:

- Predominantly US based studies (see also Durlak et al.'s 2016 Handbook)
- Little focus on migrant or various Muslim populations
- No differentiation focus on different kinds and needs of migrants
- Need research with children's voices
- Need research with migrants including Muslim voices regarding SEE and their leadership of SEE
- Risk of pre-packaged programmes not tailored to different cultures or individuals – different levels
- Older students may react against being programmed (Downes & Cefai 2016)
- 10 principles for inclusive systems (Downes, Nairz-Wirth & Rusinaite 2017) – students and minority voices into curricular resources ?
- Recognition in bullying research that not sufficient to 'age-up' materials (Downes & Cefai 2016)

Cultural Cognitive Bias: Individual Foreground Perception Neglects Background System Conditions



Masuda and Nisbett (2001) presented realistic animated scenes of fish and other underwater objects to Japanese and Americans and asked them to report what they had seen.

*The first statement by American participants usually referred to the focal fish ('there was what looked like a trout swimming to the right') whereas the first statement by Japanese participants usually referred to background elements ('there was a lake or pond').



*Japanese participants made about 70 percent more statements about background aspects of the environment.



Foreground – Child

Background system - School

Need for a whole school focus on school climate and relational spaces

- The CASEL framework (Meyers et al., 2015), the WHO framework for health promotion in schools (WHO, 2007), the KidsMatter framework in Australia20, and the SEAL programme (Department of Education, 2003) and PSHE (PSHE, 2015) in the UK, are all based on a whole-school approach to SEE, integrating a curricular perspective with a broader classroom and whole-school climate and partnership with parents, the community and other stakeholders

Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

Countries	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	78.1 (0.3)	86.2 (0.2)

Social and Emotional Education of Students Requires Social and Emotional Education of Teachers !!

WHO (2012) Modifications that appear to have merit include:

- establishing a caring atmosphere that promotes autonomy;
- providing positive feedback;
- **not publicly humiliating students who perform poorly;**
- identifying and promoting young people's special interests and skills to acknowledge that schools value the diversity they bring



In the EU Commission public consultation 'Schools for the 21st century', classroom management strategies were raised as an issue needing to be better addressed by teacher initial education.

Students' Voices.

Students are one of the key stakeholders in the planning, implementation, monitoring and evaluation of SEE initiatives at the school. Besides taking an active part in the learning process and in decisions related to their learning and behaviour at both classroom and whole-school level, students, particularly older ones, participate in the design and production of the SEE programmes and resources through a participatory, democratic process, avoiding top down, adult-centred interventions (Downes and Cefai, 2016; Rampazzo et al., 2016).

- Such a process is also vital for engaging ethnically or culturally diverse students by including their input into materials, activities and goals (Downes and Cefai, 2016; UNICEF, 2012).
- Various studies have shown the value and benefits of providing students with their unique insider experience with opportunities to participate in decisions regarding the planning and delivery of SEE at their school (Cefai and Cooper, 2011; Cefai and Galea, 2016; Downes, 2013b; Holfve-Sabel, 2014; Rees and Main, 2015).

Article 12 (1) of the UN Convention on the Rights of the Child which declares: 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

*Children's voices largely absent from US research as they have not ratified the UN Convention on the Rights of the Child



Students' voices, including at primary level

Students' Voices – A Clear Gap in the EU Council and Commission Documents (2011) on Early School Leaving Prevention

EU Commission Thematic Working Group on early school leaving report (2013):

“Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies.”



Downes' (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

“Have anger management courses for teachers” (female, focus group):

“The teachers shouting at you. That makes me really, really down” (Age 13, F)

“If the teachers didn't roar at you” (Age 13, F)

“Have an equal teaching system and sack ignorant snobby teachers...very harsh teachers usually make me stay out of school” (Age 16, M)

No sunlight ! (Downes & Maunsell 2007)



Staff Competence and Wellbeing.

A whole-school approach to SEE also takes into account the social and emotional competence and wellbeing of staff and parents themselves, in line with Bronfenbrenner's (2005) ecosystemic perspective. Adults are more likely to support the social and emotional education of children and young people if their own social and emotional competences and needs are addressed as well (Garbacz et al., 2015; Jennings and Greenberg 2009; Jennings et al., 2013).

Classroom Climate and Bullying: Discriminatory Bullying

Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying

- Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.

In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying.

Specifically less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the teachers' attitudes towards native classmates declare to have never been subjected to violence' (Elamé, 2013).

Parental Collaboration and Education.

Parental collaboration and education is a key feature of a whole-school approach to SEE and a crucial element for its effectiveness (Garbacz et al., 2015; Rampazzo et al., 2016; Weare and Nind, 2011).

Quality implementation and adaptation.

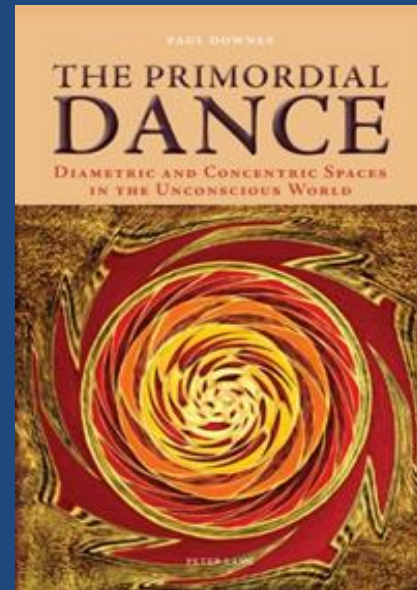
Quality implementation and adaptation is one of the main criteria for SEE effectiveness (Clarke et al., 2015; Durlak et al., 2011; OECD, 2015; Sklad et al., 2012).

Delivery of SEE programmes in school needs to include implementation, sustainability and culturally responsive adaptation, as well as the applicability of SEE to the diversity of children, communities and cultural contexts.

A universal crosscultural spatial protolanguage of assumed connection for compassion – **relational spatial systems**

Downes, P. (2012). *The Primordial Dance: Diametric and Concentric Spaces in the Unconscious World*. Oxford/Bern: Peter Lang.

Downes, P. (2017). Reconceptualising Schopenhauer's *Compassion* through Diametric and Concentric Spatial Structures of Relation. *Enrahonar: An International Journal of Theoretical and Practical Reason*, 60, 81-98.



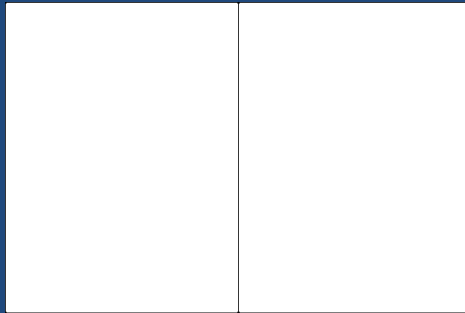


Fig. 1 Diametric Dualism

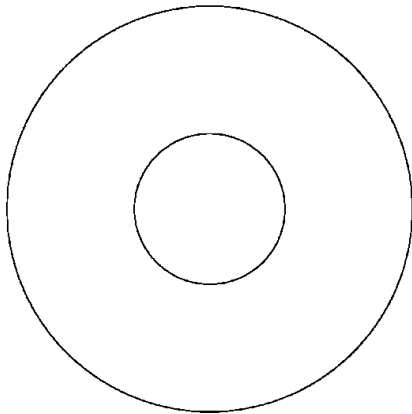


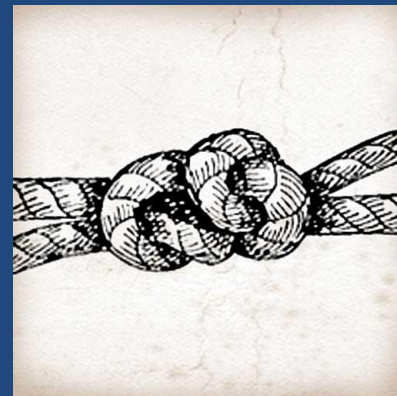
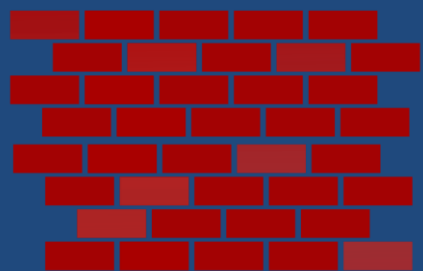
Fig. 2 Concentric Dualism

A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1).

In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 2). (Lévi-Strauss 1962, 1963, 1973; Downes 2012)

Diametric Space as Bricks in Wall, Knots, Tangled Web of System Blockage (Downes 2014): Assumed Separation, Splitting, Closure, Hierarchy (us/them, above/below), Mirror Image Reversals

Concentric Space as Flow of Connection, Web, Spirals: Assumed Connection, Openness, Two Way Flow of Communication

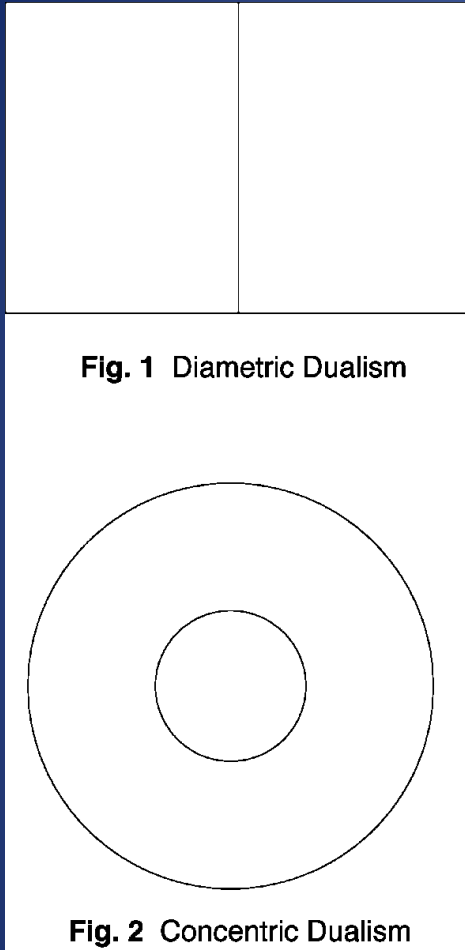


“that obscure thing we call the mandala or “self” (p. 255), Jung (1952)

Self is ‘the archetype which it is most important for modern man to understand’ (Jung 1951, p. 266)

Mandala ‘symbolises, by its central point, the ultimate unity of all archetypes as well as of the multiplicity of the phenomenal world’ (Jung 1941-54, p. 463)

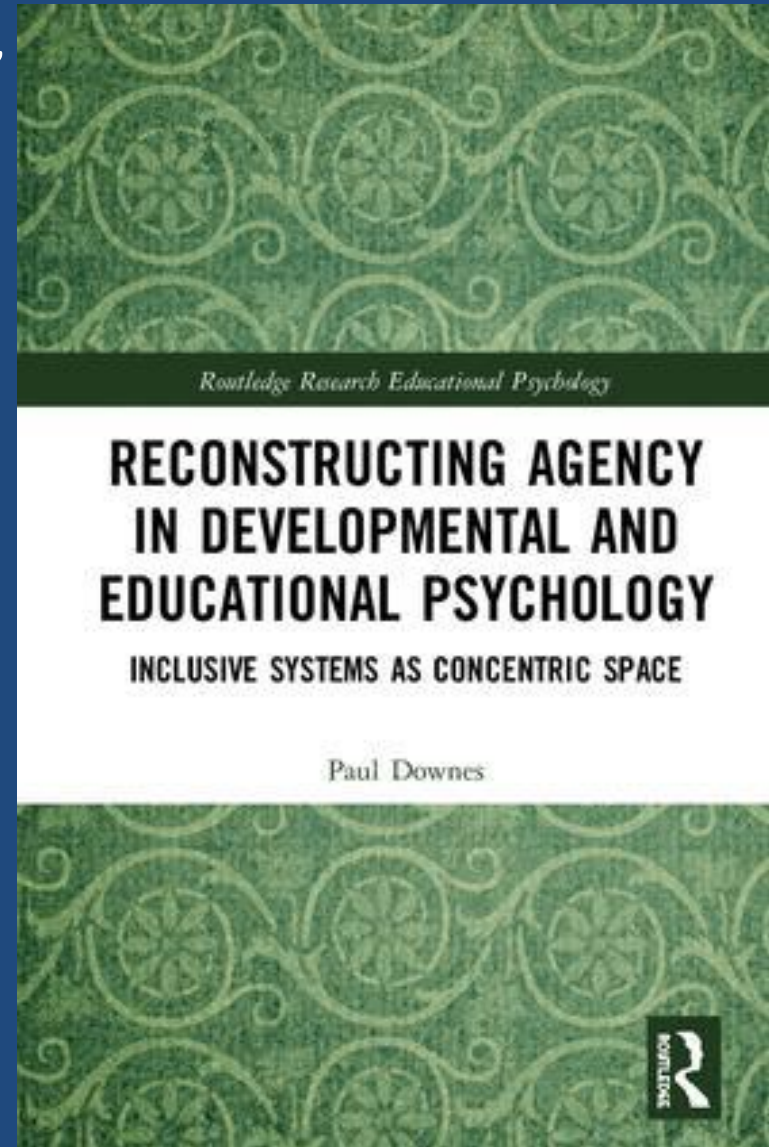




- 1) First entailment of the relative differences between concentric and diametric spaces: **Assumed connection and assumed separation**
- 2) Second entailment of the relative differences between concentric and diametric spatial relation: **Symmetry as unity and mirror image inverted symmetry**
- 3) Third entailment of the relative differences between concentric and diametric spaces: **Foreground-background interaction versus non interaction** (Downes 2012)



Children's and Parent's Voices are a challenge to Diametric Spatial Systems hierarchy (mirror image inversions between above/below, us/them (Downes 2019)



Defences as Diametric Space: Diametric mirror image inverted symmetry as a general feature of Freudian obsessional neurosis

Wolf Man case of obsessional neurosis, Freud (1926) strongly emphasises the interplay of two diametrically opposing states, 'In following up a single instinctual repression we have thus had to recognize a convergence of two such processes. The two instinctual impulses have been overtaken by repression – **sadistic aggressiveness towards the father and a tender passive attitude to him – form a pair of opposites**'

'The symptoms belonging to this [obsessional] neurosis fall, in general, into two groups, each having an opposite trend. They are **either prohibitions, precautions and expiations – that is, negative in character – or they are, on the contrary, substitutive satisfactions which often appear in symbolic disguise**' (Freud, 1926)

Concentric self foreground space: Early childhood

Transitional objects: The concentric structure offers a model for understanding of Winnicott's description of 'the separation that is not a separation but a form of union'

Winnicott (1966) explicitly characterizes this in spatial terms as 'a potential space' – a space 'in relation to a feeling of confidence' for the baby, a space of assumed connection as 'trust'.

These concentric spatial projections are indirectly supported by Kellogg's (1979) findings that the concentric structure of mandalas (along with sunschemas) are basic designs which young children typically employ in their first attempts at human figure drawing.

The developmental aspect of such concentric images produced by children was discussed by Fordham (1994) as emergence of the self

Treats Mandala Quaternity in Diametric Spatial Terms for Extraversion/Introversion

Once again, in his correspondence with Hans Schmid, prior to *Psychological Types* (1921), Jung referred to 'certain controversial points in analytical psychology' illuminating two distinct 'diametrically opposed types' (Bair 2004, p. 279).

*For Jung, psychological growth involves a restructuring of this diametric opposition to encompass the shadow side, whether that of introversion or extraversion. This restructuring of the diametric ego is towards a holistic concentric relation *between* dimensions of introversion and extraversion.

Yin/Yang subsumes concentric space within a diametric structure



The Chinese initial world egg myth is described by Wilhelm (1977), whereby ‘the separation of heaven and earth out of the cosmogenic egg is almost uniformly the first act of this process of creation (p. 191). The egg is itself a concentric structure and **Wilhelm’s (1977) quotation from an ancient Chinese text indicates that this concentric egg structure was viewed as a preceding state from which *yin/yang* emerged,** ‘[In the beginning], heaven and earth were in the state of chaos [*hun-tun*], which was shaped like an egg ... After 18,000 years heaven and earth split apart, the *yang*, being limpid, formed heaven, the *yin*, being turbid formed earth’ (Wilhelm 1977, pp. 191–2).

Concentric and Diametric Spaces as Deep Structures of Space – Primordial Spatial Systems of Relation – Connection/Separation, Openness/Closure, Mirror Image Inversions

Fig. 1 Diametric Dualism

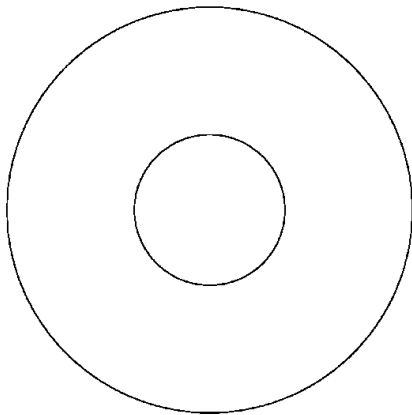


Fig. 2 Concentric Dualism

Relevant to System Change in Education – Embedded Possibility of Shift from Diametric to Concentric Spatial Systems

Contextually-Sensitive yet Universal Spatial Discourse for System Change for SEE

Conceptual Issues

- Clearly distinguish from citizenship education and ethics
- Distinguish health promotion, stress prevention role for SEE from therapy (Downes 2003)
- SEE in all official curricula in EU – dosage effect – intensity of it on curriculum – examination of this is vital
- SEE not SEL
- Health promotion principles – organic bottom up versus generic prepackaged programmes
- SEE Competences not simply skills ?

Cautionary notes for SEE The cultural conformity and social control concern

- people's personalities are treated in prescriptive, normative terms of success – Fromm's (1957) personality packages
- Boland (2015) highlights that in the 2015 OECD report on social and emotional skills, social and emotional skills (SES) are never defined.
- Boland (2015) asks, 'how is "success" being defined and by whom?': (p.85)

- ‘Unsurprisingly, OECD defines successful life outcomes as a rise in socio-economic level and access to the labour market: “A successful student becomes one who is conscientious, socially able and has self-control (OECD, 2015 p. 70). Elsewhere, being respectful is mentioned as a factor in helping improve assessment scores (ibid, p. 76). All this seems to add up to an image of the successful student as an ideal employee and a keeper of the status quo, someone who does not challenge or rock the boat. The graphics throughout the publication illustrating skill development reinforce this; they show a baby crawling, a toddler, a youth and finally a man with a briefcase’ (Boland, p.85)’

A misunderstanding of the benefits of introversion and the need for sensitivity towards cultural differences

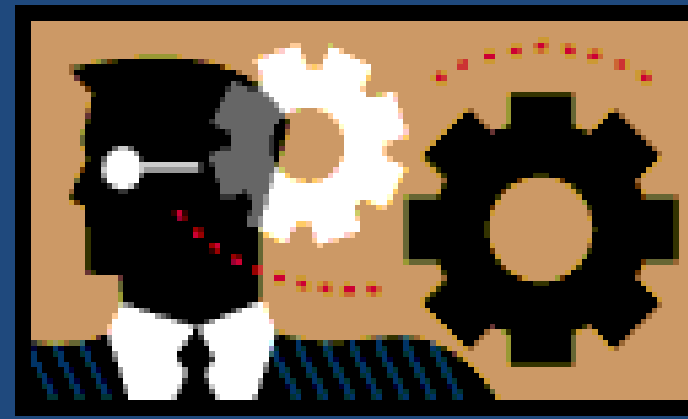
In contrast to the OECD report (2015) which takes a one-sided focus on promoting extraversion, Jung sought to develop both polarities of human experience – introversion which was a drawing of energy from within, and extraversion as a drawing of energy from the external world.

This points to the need for social and emotional education to also focus on promoting introverted dimensions of selfhood and to go beyond a prescribed 'happiness' or superficial extolling of 'optimism'.

What is frequently overlooked in accounts of extraversion, drawing from Jung (1921), is that Jung characterised extraverted thinking as 'programmatic', as lacking in conviction as it drew only on the fluctuating outside world. In contrast, Jung perceived introverted thinking as 'rational'. Again regarding love as a capacity in the individual, Jung characterised extraverted love as preference rather than deep emotional connection, in contrast to the powerful emotional connection and stability of introverted emotion (Downes 2003).

The privacy of the individual is being subverted by the powerful gaze of the state through an emotional well-being agenda

Ecclestone (2007) accentuates the need for vigilance regarding power relations that disempower people, through either condescending attitudes of professionals or a construction of a dependency culture where people are treated as not being able to live independently of professionals. This issue of encroachment of State power upon individuals and families



Need to Avoid a Deficit Labelling of Minority Culture and of Migrants

A new deficit labelling in terms of 'emotional vulnerability' (Ecclestone 2007, p.455) is occurring; this labelling takes place within a framework of 'individual pathology' (Ecclestone 2007,p.467)

- Attachment judgments by teachers and early childhood education professionals
- Confidentiality and multidisciplinary teams (Downes 2004, 2011, Edwards & Downes 2013)



Western colonisation: The 'business bias' (Boland 2015) concern

Boland (2015) continues on OECD 2015:

'This is not a report which offers a vision of social progress towards a more equitable and human-based future. Rather, it advocates skills which are found to leverage productivity at a time of financial uncertainty while maintaining the social status quo, which is that the needs of the global economy are paramount. That social and emotional skills help lead to personal well-being is attractive, but what is stressed most in the report is that they help the economy' (p.86).

Restorative practice (Holtham 2009) - a mixture of Rogerian empathy/congruence and cognitive constructivist approaches

Why don't you tell me in your words what happened that day ?

Can you tell me what you were thinking about at the time?

Who do you think was affected by your actions and how do you think they were affected ?

How do you suppose X (victim) is feeling about all this ?

If you had to do it again what would you do differently ?

Who was harmed and how were they harmed ?

Holtham (2009) - A generic reflection questionnaire – *emphasis is on experience not imparting values:*

What happened ?

Who did it affect ?

How did it affect me and the others ?

What was going on just before the incident happened ?

What was I thinking just before and during the time of the incident ?

Why do I think I behaved the way that I did ?

Did I feel a loss of power before or during the incident ?

What do I lose out on when something like this happens ?

If I had to do it again, what would I do differently?

STORY AND BULLYING PREVENTION: AN EMOTIONAL LITERACY APPROACH

Aber et al. (2011):The 4Rs Program: Reading, Writing, Respect, and Resolution

- The 4Rs Program is a universal, school-based intervention that integrates SEL into the language arts curriculum for kindergarten through Grade 5.
- * Evolving from the previous stand-alone conflict resolution program that was RCCP, the 4Rs uses high-quality children's literature as a springboard for helping students gain skills and understanding in several areas including handling anger, listening, cooperation, assertiveness, and negotiation.

After 2 years of exposure to 4Rs, in addition to continued positive changes in children's self-reported hostile attributional biases and depression, positive changes were also found in children's reports of aggressive interpersonal negotiation strategies (i.e., their tendency to select aggressive responses in conflict situations), and teacher reports of children's attention-deficit/hyperactivity disorder (ADHD), social competence, and aggressive behaviour



Aber et al., (2011)

'Our findings to date contribute to the growing evidence that primary prevention strategies designed to address children's social–emotional as well as academic learning **can be effectively integrated and become part of standard practice in classrooms and schools**. Further, our findings suggest that doing so can significantly improve the quality of key aspects of children's social settings such as **the quality of their classroom interactions with teachers and peers, and reduce the risk of aggressive behavior, depression, and ADHD**, three of the most ubiquitous forms of psychopathology associated with exposure to trauma and violence.'

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