The Emotions of Inclusion: Supporting Our Children and Families to Belong

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what are emotions?
Social and emotional learning

An interrelated set of cognitive, affective, and behavioral skills that underscore the capacity to learn, develop and maintain mutually supportive relationships, and be healthy, physically and psychologically.

What is SEL? Learn more at ycei.org

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- 1994
- ✔ 87% of Principals
- ✔ 39 States
- 2019
- $640,000,000
- 2020 and 2021
- Nearly ALL states

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Let’s talk about SEL

Google “SEL” in 2022

951 million results!
If You Thought CRT Was Bad, Consider the Impact of SEL

Opinion: SEL doesn’t have to be a classroom war

Battleground in School Curruculums

Social Emotional Learning Becomes Latest Theory as They Scale Up Social

Schools Face Fears of ‘Critical Race Emotional Learning’ as They Scale Up Social

In social-emotional learning provokes calls to engage community, address false claims, right seas

Opposition to social-emotional learning grows as states pass laws to combat what critics call "critical race theory".

Educators say SEL is intended to help kids cope with problems and succeed in school, but angry parents don’t see it that way.

Social and emotional learning is the latest flashpoint in the education wars.
What is SEL?

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www.casel.org

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Which?  All?

How?

Why?

For Whom?

In Equity?

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To educate all the whole children we need to start with sel.
The narrative of **students with learning differences** and their education and treatment in our society is one of profound intersectionality – race, class, gender, ethnicity, sexuality, & disability interact to create overlapping and interdependent systems of disadvantage.
Let's check in.

Scale 1-4, how helpful has SEL been to you these past 2 years?

1. not helpful
2. sometimes helpful
3. helpful
4. very helpful
The possibility and promise of SEL
For all students

Students who participate in SEL programs

- Have less anxiety.
- Are more attentive and less hyperactive in school.
- Perform better academically.
- Are less aggressive.

More likely to have anxiety than general education peers!

1/3 of students

Lowest performing students and least likely to graduate!

Higher placement in special education!
Classrooms who participate in SEL programs

- Are more engaged in learning.
- Have better quality relationships between students and teachers.
- Demonstrate increased prosocial behavior.

Classrooms serving students with learning differences report less student engagement, lower quality teacher-student relationships, and lower instances of prosocial classrooms than general education classrooms!
For teachers
Teachers who participate in SEL programs demonstrate

- Improved attitudes
  \( \text{	extit{I like my job}} \)
- Increased educational efficacy
  \( \text{	extit{I believe I make a difference in student lives by teaching}} \)
- More engagement with peers and parents

However, special educators and teachers working with students with diverse learning needs are disproportionately low!

- Special educators are not only more likely to leave the field than their general education counterparts—
  - they are more likely to leave sooner!
- Special educators' psychosocial health is diminished comparative to general education peers!

Many students see me as the safe person to express their feelings and frustrations to.

It’s like packing for a vacation when you don’t know the weather sooner!

I need more time to work
- The ability to work 24 hours a day—
  - that what it feels like its going to take.

I’m anxious, overwhelmed, frustrated, disconnected, under resourced, unsupported, exhausted, and disconnected.

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Yale Center for Emotional Intelligence

Learn more at ycei.org
WHERE are ALL children in the WHOLE child movement?

#MeasurementMatters

Overgeneralization = underrepresentation
You can’t have Evidence-Based Practice without EVIDENCE.
We should can and will do something. More. Better. Everything.

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A Systematic Review of Student Disability and Race Representation in Universal School-Based Social and Emotional Learning Interventions for Elementary School Students

Christina Cipriano, Lauren H. Naples, Abigail Eveling, Amanda Cook, Melissa Finaro, Colleen Connolly, Michael F. McCarthy, and Gabrielle Rappaport-Schledtman

Abstract
The authors present a systematic review of elementary school universal school-based (USB) social and emotional learning (SEL) interventions from 2006 through 2018 for two groups of underserved students: students with disabilities and minority racial identities. Complied in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses standards, for this review the authors identified 206 studies for inclusion, which reflected 107 USB SEL interventions. Eleven studies explicitly evaluated students with disabilities. Studies varied widely in race and disability status, were categorized within and across studies and provided limited evidence of effectiveness for the use of intervention. Authors support universal interventions for young students with disabilities and provide recommendations for future SEL research.
Three opportunities for families and educators
opportunity 1:

Emotions are information
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opportunity 2:

There is no "right" way to feel
Inclusion is an activity that requires all of us.

opportunity 3:

1. How do you want to feel?
2. What behaviors will support these feelings?
Thank you!

Learn more about my research @ drchriscip.com ycei.org
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