

EDUCATIONAL PSYCHOLOGY

SOCIAL EMOTIONAL LEARNING: DEVELOPING THE ADOLESCENT

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Abstract

During the latter part of the 21st century, social emotional learning (SEL) started being incorporated into the classroom in a meaningful way. While SEL has garnered enough attention to be included in school curricula throughout the United States as well as several other countries worldwide, research about the import and effect of SEL is relatively new (America Succeeds, 2019). The worldwide COVID pandemic has brought about challenges beyond the obvious serious health concerns. Byproducts of the pandemic include the increased need for coping mechanisms and problem solving, interpersonal interaction skills, as well as an understanding of identity development to help children handle emotional distress resulting from the numerous significant changes in their daily lives. However, many current SEL programs do not address these key areas of concern. It is the authors' contention that an SEL curriculum which focuses on resilience as well as key indicators of identity development, coping mechanisms, and personal de-escalation techniques are necessary to effectively aid adolescents with navigating their current lives and building a positive future.

This research proposes a new SEL program that fits the needs of adolescents and preteens as administered in the school system. Building on a previous program shown to significantly improve self-esteem and school cohesion and trust (Cipra & Hall, 2019), Gr²IT focuses on several key principles to help children develop social and emotional skills and resiliency in the classroom and beyond. A unique component of the program is the principle of identity. Because identity formation is a significant developmental task, understanding the reinforcing and bidirectional relation between behavior and identity is beneficial to adolescents. Gr²IT incorporates principles of identity development throughout the curriculum. In conjunction with emotional regulatory practices, problem-solving strategies, and a social equity perspective, Gr²IT introduces a holistic approach to social and emotional learning to support the positive development of youth. While Gr²IT is currently being developed for American schools, many of the principles are universal to child development and may be adapted cross culturally.

Keywords: *Adolescent development, resilience, identity, curriculum.*

EDUCATIONAL ADVANCES ACROSS ALL LANGUAGE DOMAINS: RESULTS AND EXTENSIONS FROM THE DYNAMIC TRICKY MIX MODEL

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Abstract

This paper demonstrates how Dynamic Systems Theory (DST) can generate powerful educational interventions. Our multiple well-controlled studies include typically-developing children between 2 and 8 years of age as well as children with variations of language disorders and with ages between 4 and 12 years. Despite the wide variation in participant characteristics, we argue that our results demonstrate again and again a core conclusion: Rapid progress in language, literacy, and narrative skills only occurs when there is a favorable dynamic convergence of cognitive readiness, scaffolding partner strategies, positive emotional engagement by child and by partner, high attention, and freedom from distraction or anxiety. We term such favorable dynamic convergences Dynamic Tricky Mixes. Under such Dynamic Tricky Mix conditions children displayed significant advances in literacy, oral language, narrative, and sign language. Other labs have shown similar advances for second language learning. Moreover, and quite surprising, under rigorous equation of Learning Condition Mixes during intervention, children with prior histories of very poor learning learned at rates matching that of children with *no* prior learning