



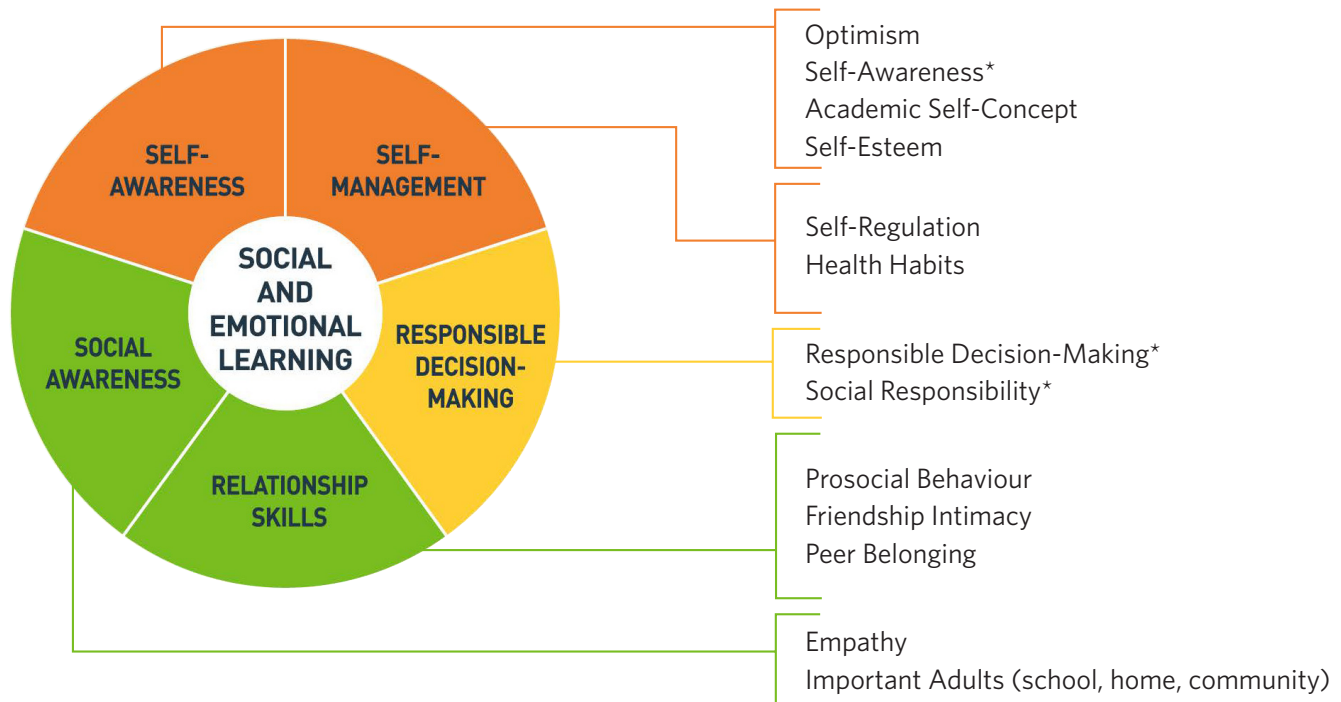
Did You Know that the MDI Aligns with CASEL's Five Core Competencies of Social and Emotional Learning?

The Collaborative for Academic, Social, and Emotional Learning (CASEL; <https://casel.org/what-is-sel/>) has outlined five key areas that are essential for children's personal, social, and cognitive development in their model for social and emotional learning (SEL) (Greenberg et al., 2017; Mahoney et al., 2020). *Self-awareness* refers to one's ability to identify thoughts, emotions and behaviour. This includes recognizing personal strengths and having confidence in one's abilities. *Self-management* describes one's ability to manage stress and regulate emotions and behaviours. *Social awareness* includes having respect and empathy for others and recognizing one's social supports. *Relationship skills* include being able to cooperate and get along with others and foster healthy relationships with others. *Responsible decision-making* refers to one's ability to make constructive and ethical choices that promote personal well-being and the well-being of others. *Responsible decision-making* includes being able to reflect on one's actions and effectively solve problems. Research indicates that cultivating the competencies in children can prevent mental health and behavioural issues and promote well-being and success at school (Jones et al., 2019). Decades of research on SEL programs has demonstrated that SEL promotes academic learning and achievement in addition to fostering social and emotional competencies (Corcoran et al., 2018; Durlak et al., 2011).

The MDI measures several skills that are related to each of the 5 CASEL core competencies. (CASEL's SEL framework: <https://casel.org/sel-framework/>)

CASEL SOCIAL & EMOTIONAL LEARNING SKILLS

MDI MEASURES *Grade 6/7/8 MDI



©CASEL. All Rights Reserved.

Thomson et al. (2017)

UNDERSTANDING YOUR MDI RESULTS

- Examining results on the SEL measures included in the MDI can provide a snapshot of how your school and community are doing at promoting key social and emotional competencies in children.
- Celebrate strengths and identify areas for improvement.
- Engage in discussions with educators, community stakeholders, children, and families about how you can further support children's social and emotional needs.
- SEL initiatives that include families, schools, and communities are particularly effective at promoting social and emotional competence in children (Jones et al., 2018).

CHOOSE A FOCUS: THINK BIG, START SMALL

- It can be difficult to decide what actions to take to promote positive social and emotional development in children. Cultivating adult social and emotional competencies is an important way to support children's SEL (Schonert-Reichl, 2019).
- Stress management and self-care activities for adults and programs to hone positive leadership and caregiving can be good starting points for modeling and promoting social and emotional competencies in children.
- Integrate SEL into everyday activities, such as daily check-ins with children to understand how they are doing, encouraging and modelling empathy and kindness, expressing gratitude, and implementing evidence-based SEL programs can also be a good starting point to promoting social and emotional competencies (Jones et al., 2018).
- Taking time to foster caring relationships with children is also critical for their social and emotional development (Oberle et al., 2014; Sauve & Schonert-Reichl, 2019).

SEEK INSPIRATION FROM OTHER SEL CHAMPIONS. CHECK OUT THESE RESOURCES THAT DRAW FROM THE LATEST RESEARCH ON SEL:

- The MDI Field Guide (discovermdi.ca)
- CASEL's Program Guides for Evidence-based SEL Programs (<https://casel.org/guide/>)
- CASEL's Guide for Schoolwide SEL (<https://schoolguide.casel.org>)
- CASEL's District Resource Center (<https://drc.casel.org>)
- Dalai Lama Center - "Heart-Mind online" (<http://www.heartmindonline.org/>)
- Edutopia (<http://www.edutopia.org>)
- SEL School (Great Teachers and Leaders) (<http://www.gtllcenter.org/sel-school>)
- Social and Emotional Learning Resource Finder (UBC) <http://www.selresources.com/sel-resources/>
- Greater Good Magazine (greatergood.berkeley.edu)
- SEL Kernels of Practice (<https://ggie.berkeley.edu/student-well-being/sel-kernels/>)
- American Institute of Research (AIR) Beyond the Bell: Turning Research into Action in Afterschool and Expanded Learning (<https://www.air.org/resource/beyond-bell-turning-research-action-afterschool-and-expanded-learning>)

- NBC's Parenting Toolkit (<https://www.today.com/parenting-guides>)
- Confident Parents, Confident Kids (confidentparentsconfidentkids.org)

How can you build on these ideas to support the children in your lives? Who are the SEL champions in your neighbourhood? Team up with them to make a difference.

EXPLORE RESOURCES

CASEL's web site offers many helpful resources for building SEL at home (https://casel.org/wp-content/uploads/2017/11/CASELCaregiverGuide_English.pdf) and in schools (<https://casel.org/in-the-schools/>). Check out these free CASEL SELECT programs that offer training and program materials online:

- Kindness in the Classroom (<https://www.randomactsofkindness.org/for-educators>)
- Sanford Harmony (<https://www.sanfordharmony.org>)

For more resources and ideas on how to use MDI data to catalyze action, visit discovermdi.ca.

references

* research using MDI data

Corcoran, R. P., Cheung, A. C. K., Kim, E., & Xie, C. (2018). Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56–72. doi:10.1016/j.edurev.2017.12.001

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 13-32. <https://doi.org/10.1353/foc.2017.0001>

Jones, S., Bailey, R., Brush, K., & Kahn, J. (2018). Preparing for effective SEL implementation. *Harvard Graduate School of Education Easel Lab*. Available from Wallace Foundation website: <https://www.wallacefoundation.org/knowledgecenter/Documents/Preparing-for-Effective-SEL-Implementation.pdf>.

Jones, S. M., McGarrah, M. W., & Kahn, J. (2019). Social and emotional learning: A principled science of human development in context. *Educational Psychologist*, 54(3), 129-143. <https://doi.org/10.1080/00461520.2019.1625776>

Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2020). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*. Advanced online publication.

*Oberle, E., Schonert-Reichl, K. A., Guhn, M., Zumbo, B. D., & Hertzman, C. (2014). The role of supportive adults in promoting positive development in middle childhood: A population-based study. *Canadian Journal of School Psychology*, 29(4), 296-316. <https://doi.org/10.1177/0829573514540116>

Sauve, J. A., & Schonert-Reichl, K. A. (2019). Creating caring classroom and school communities: Lessons learned from social and emotional learning programs and practices. In J. Fredricks, A. L. Reschly, and S. L. Christenson (Eds.) *The handbook of student interventions: Working with disengaged youth*. New York, NY: Elsevier. <https://doi.org/10.1016/b978-0-12-813413-9.00019-x>

Schonert-Reichl, K. A. (2019). Advancements in the landscape of social and emotional learning and emerging topics on the horizon. *Educational Psychologist*, 54(3), 222-232. <https://doi.org/10.1080/00461520.2019.1633925>

*Thomson, K., Oberle, E., Gadermann, A. M., Guhn, M., Rowcliffe, P., & Schonert-Reichl, K. (2017).

Measuring social-emotional development in the middle childhood: The Middle Years Development Instrument. *Journal of Applied Developmental Psychology*, 55, 107-118.