**SOCIAL AND EMOTIONAL LEARNING: SELECTED REFERENCES**

**(Last updated 8 August 2022)**

Adams, S. R., & Richie, C. (2017). Social emotional learning and English language learners: A review of the literature. *INTESOL Journal*, *14*(1), 77-93.

Bai, B., Shen, B., & Wang, J. (2021). Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. *Language Teaching Research*, 1-25.

Bailey, R., Meland, E. A., Brion-Meisels, S., & Jones, S. M. (2019). Getting developmental science back into schools: Can what we know about self-regulation help change how we think about “no excuses”? Frontiers in Psychology, 10 (1885), 2-3  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01885/full>

Bailey, R., Raisch, N., Temko, S., Titus, B., Bautista, J., Eniola, T. O., & Jones, S. M. (2021). Innovations in social and emotional learning research and practice: Building from evidence and applying behavioral insights to the design of a social and emotional learning intervention in northeast Nigeria. *International Journal of Environmental Research and Public Health*, *18*(14), DOI: <https://doi.org/10.3390/ijerph18147397>.

Bennouna, C., Brumbaum, H., McLay, M. M., Allaf, C., Wessells, M., & Stark, L. (2021). The role of culturally responsive social and emotional learning in supporting refugee inclusion and belonging: A thematic analysis of service provider perspectives. *Plos one*, *16*(8), DOI: <https://doi.org/10.1371/journal.pone.0256743>.

Beyer, L. N. (2017). Social and emotional learning and traditionally underserved populations. *American Youth Policy Forum*, *25*, 1-25.

CASEL. (2021a, September 13). Systemic Implementation. Retrieved 12 November 2021, from <https://casel.org/systemic-implementation/>.

CASEL. (2021b, October 11). What Is the Framework? Retrieved 12 November 2021, from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>.

Cho, H., Wang, X. C., & Christ, T. (2019). Social-emotional learning of refugee English language learners in early elementary grades: Teachers’ perspectives. *Journal of Research in Childhood Education*, *33*(1), 40-55.

Dewaele, J. M., Gkonou, C., & Mercer, S. (2018). Do ESL/EFL teachers’ emotional intelligence, teaching experience, proficiency and gender affect their classroom practice?. In J. D. M. Agudo (Ed.), *Emotions in second language teaching* (pp. 125-141). Springer, Cham.

Dresser, R. (2013). Paradigm shift in education: Weaving social-emotional learning into language and literacy instruction. *Inquiry in Education*, *4*(1), 1-20.

Drummond, S., Kamenetz, A., & Yenigun, S. (2016). The one-room schoolhouse that’s a model for the world. NPR.Org. <https://www.npr.org/sections/ed/2016/06/09/474976731/the-one-room-schoolhouse-thats-a-model-for-theworld?t=1636719397283>

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.

Elias, M. J., & Schwab, Y. (2013). From compliance to responsibility: Social and emotional learning and classroom management. In C. M. Evertson, & C. S. Weinstein (Eds.), *Handbook of classroom management* (pp. 319-352). Routledge.

Feinstein, L. (2015). Social and emotional learning: Skills for life and work. Early Intervention Foundation. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411489/Overview_of_research_findings.pdf>

Foster, L. O. (2022). Social-emotional learning in the English language classroom: Fostering growth, self-care, and independence. *ORTESOL Journal*, *39*, 27-29.

Franklin, J. (2022). The importance of a research-based SEL curriculum. *Language, 21*(11), 39-43.

Gao, Q., Hall, A., Linder, S., Leonard, A., & Qian, M. (2021). Promoting Head Start dual language learners’ social and emotional development through creative drama. *Early Childhood Education Journal*, DOI: <https://doi.org/10.1007/s10643-021-01198-x>.

Garces-Bacsal, R. M. (2022). Diverse books for diverse children: Building an early childhood diverse booklist for social and emotional learning. *Journal of Early Childhood Literacy*, *22*(1), 66-95.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam.

Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology*, *51*(3), 530-543.

Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., ... & Buysse, V. (2014). The social–emotional development of dual language learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly*, *29*(4), 734-749.

Hawkins, J. D., Smith, B. H., & Catalano, R. F. (2004). Social development and social and emotional learning. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), Building academic success on social and emotional learning: What does the research say? (pp. 189-205). Teachers College Press.

Heckman, J., & Mosso, S. (2014). The economics of human development and social mobility. <https://heckmanequation.org/www/assets/2017/01/Econ-of-Hum-Dev-and-Soc-Mob_2014-05-20a_akc.pdf>

Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. T. (Eds.). (2020). *Social and emotional learning*. Routledge.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79, 491-525.

Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies and commentaries. Social Policy Report, 26(4), 1-33.

Jones, S. M., & Doolittle, E. J. (2017). Social and emotional learning: Introducing the issue. The Future of Children, 27(1), 3-11.

Jones, S., Bailey, R., Brush, K., & Kahn, J. (2018). Preparing for effective SEL implementation. Wallace Foundation. [www.wallacefoundation.org/knowledgecenter/Documents/Preparing-for-Effective-SEL-Implementation](http://www.wallacefoundation.org/knowledgecenter/Documents/Preparing-for-Effective-SEL-Implementation).

Kim, D. S., & Hong, C. E. (2019). Social and emotional learning in a classroom: Language arts and literacy teachers' perceptions and practices in South Korea and the United States. *ie: Inquiry in Education*, *11*(2), 1-18.

Kramer, T. J., Caldarella, P., Christensen, L., & Shatzer, R. H. (2010). Social and emotional learning in the kindergarten classroom: Evaluation of the strong start curriculum. *Early Childhood Education Journal*, *37*(4), 303-309.

Levin, H. M. (2012). More than just test scores. Prospects, 42(3), 269-284.

Lim, M. Y., Leichtenstern, K., Kriegel, M., Enz, S., Aylett, R., Vannini, N., ... & Rizzo, P. (2011). Technology-enhanced role-play for social and emotional learning context–Intercultural empathy. *Entertainment Computing*, *2*(4), 223-231.

Lindorff, A. (2020). The impact of promoting student wellbeing on student academic and non-academic outcomes:An analysis of the evidence. Oxford University Press. <https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf>

Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. Emotion, 3(1), 97–105. <https://doi.org/10.1037/1528-3542.3.1.97>

McClelland, M. M., Tominey, S. L., Schmitt, S. A., & Duncan, R. (2017). SEL interventions in early childhood. The Future of Children, 27(1)*,* 33-47. <https://files.eric.ed.gov/fulltext/ED590403.pdf>

Melani, B. Z., Roberts, S., & Taylor, J. (2020). Social emotional learning practices in learning English as a second language. *Journal of English Learner Education*, *10*(1), Art 3.

Mercer, S. (2021). An agenda for well-being in ELT: An ecological perspective. ELT Journal, 75(1), 14–21. <https://doi.org/10.1093/elt/ccaa062>

Mercer, S., MacIntyre, P., Gregersen, T., & Talbot, K. (2018). Positive language education: Combining positive education and language education. Theory and Practice of Second Language Acquisition, 4(2) 13. <https://www.journals.us.edu.pl/index.php/TAPSLA/article/view/7011>

Mihai, M., Albert, C. N., Mihai, V. C., & Dumitras, D. E. (2022). Emotional and social engagement in the English language classroom for higher education students in the COVID-19 online context. *Sustainability*, *14*(8), DOI:  <https://doi.org/10.3390/su14084527>.

Nall, M. (2020). Supporting social and emotional learning in the EFL/ESL classroom: How the new science of child development can inform second language acquisition theory and practice. *Journal of English Learner Education*, *10*(1), Art 5.

National Commission on Social, Emotional, and Academic Development. (2019). From a nation at risk, to a nation at hope: Recommendations from the National Commission on Social, Emotional, and Academic Development.

Norris, J. A. (2003). Looking at classroom management through a social and emotional learning lens. *Theory Into Practice*, *42*(4), 313-318.

OECD. (2018). PISA 2015 results in focus. OECD Publishing. <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>

OECD. (2021). Beyond academic learning: First results from the Survey of Social and Emotional Skills. OECD Publishing. <https://www.oecd-ilibrary.org/docserver/92a11084-en.pdf?expires=1636721219&id=id&accname=guest&checksum=F25952EA98D914525FC5264910C56C74>

Partnership for 21st-Century Skills. (2006). A state leader’s action guide to 21st-century skills: A new vision foreducation. Partnership for 21st-Century Skills. <http://apcrsi.pt/website/wp-content/uploads/20170317_Partnership_for_21st_Century_Learning.pdf>

Patti, J., Senge, P., Madrazo, C., & Stern, R. (2015). Developing socially, emotionally, and cognitively competent school leaders and learning communities. In. J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), Handbook of social and emotional learning: Research and practice (pp. 438-452. Guilford Press.

Pentón Herrera, L. J. (2020). Social-emotional learning in TESOL: What, why, and how. *Journal of English Learner Education*, *10*(1), Art 1.

Pishghadam, R. (2009). A quantitative analysis of the relationship between emotional intelligence and foreign language learning. *Electronic Journal of Foreign Language Teaching*, *6*(1), 31-41.

Roberts, B., Walton, K., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. Psychological Rivers, S. E., & Brackett, M. A. (2010). Achieving standards in the English language arts (and more) using The RULER Approach to social and emotional learning. *Reading & Writing Quarterly*, *27*(1-2), 75-100.

Saito, K., Dewaele, J. M., Abe, M., & In'nami, Y. (2018). Motivation, emotion, learning experience, and second language comprehensibility development in classroom settings: A cross‐sectional and longitudinal study. *Language Learning*, *68*(3), 709-743.

Schaps, E., Battistich, V., & Solomon, D. (2004). Community in school as key to student growth: Findings from the Child Development Project. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), Building academic success on social and emotional learning: What does the research say? (pp. 189-205). Teachers College Press.

Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. The Future of Children, 27(1), 137-155.

Stannett, K. (2022). TIRF insights: Social and emotional learning. TIRF & Laureate International Universities.

Stark, L., Robinson, M. V., Gillespie, A., Aldrich, J., Hassan, W., Wessells, M., ... & Bennouna, C. (2021). Supporting mental health and psychosocial wellbeing through social and emotional learning: A participatory study of conflict-affected youth resettled to the US. *BMC Public Health*, *21*(1), 1-14.

Tuyan, S., & Sadik, S. (2008). ‘Hand In Hand With Emotions’: A social and emotional learning program for EFL students. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *17*(3), 389-398.

Vadeboncoeur, J. A., & Collie, R. J. (2013). Locating social and emotional learning in schooled environments: A Vygotskian perspective on learning as unified. *Mind, Culture, and Activity*, *20*(3), 201-225.

Wilkins, V., & Corrigan, E. (2019, November 6). What US schools can learn from Finland’s approach to education. Stanford Social Innovation Review. <https://doi.org/10.48558/EKYE-MA55>

World Economic Forum. (2016). New vision for education: Fostering social and emotional learning throughtechnology. World Economic Forum.

<https://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf>

Yagcioglu, O. (2017). Social and emotional learning in EFL classes. *Imternational Journal Of English Language Teaching*, *5*(9), 110-122.

Zaimoğlu, S., & Sahinkarakas, S. (2021). Development of a social-emotional foreign language learning scale (SEFLLS) for young adults. *Current Psychology*, 1-11.

Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), Children’s needs III: Development, prevention, and intervention (pp. 1-13). National Association of School Psychologists.