



Desk Research and Compendium of Methods on Social-Emotional Competence (01)

I01 Toolkit of methods for developing &
enhancing Social-Emotional Skills of Career
Guidance Practitioners

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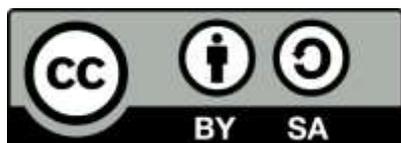
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Introduction

This working paper is part of the project STRENGTH (2019-2021). The working paper is part of the IO1. This work package integrates five steps, and the paper is the base for the steps 2-5:

- O1/A1: Desk research
- O1/A2: International brainstorming sessions
- O1/A3: Proposal of the main S.E.I dimensions and the most important methods
- O1/A4: Expert Consensus Methodology (in small groups of 4-6 in each country)
- O1/A5: Final compendium of the methods

The application describes the task as follows:

The first intellectual output is a report on the existing methods for developing/ enhancing /improving Socio- emotional skills. The report will be constructed by the partnership according to a revision of the state of the art in International scientific literature and also focusing the relevant research produced in partnership countries. The report will provide substantial elements to establish a theoretical basis and adequate training methods for the development of socio-emotional skills. More specifically, the report will include:

- a) a research and analysis on the definition and factors of Social and emotional Intelligence
- b) a review of the theories currently used to explain Social and emotional Intelligence and its dimensions; (this will be the basis for the activities of O2)
- c) exploration of the existing training methodologies, relevant tools and instruments which can be adapted, allowing for the elaboration and further elaboration and development of specific strategies and methods to provide theoretical and practical training for the improvement of career guidance practitioners' skills (this will be the basis for the third Intellectual Output);

The above-mentioned parts of the review will be the basis on which the (other) outputs of the project will be constructed, that is the IO2 and the IO3.

The innovative aspect of this lies with the idea of focusing on social and emotional intelligence as key skills for the professional delivering career counseling and guidance services to different target groups.

It will be the central theme of the Project aiming to train a new generation of creative, entrepreneurial and innovative professionals in the field of guidance able to develop and use Social Intelligence in order to face current and future challenges and to convert knowledge and ideas into more client- centered services benefiting diverse target groups and users of career guidance services.

The desk research will not focus only on the international level, but it will get in the frontline research developed in the country of each partner. Although the partnership has already a strong theoretical standpoint, the collection and recording of quality methods, and tools that have been used so far to improve social skills in the partner countries is yet to be accomplished. Therefore, the analysis of the international literature will provide an overview of the area and will give the opportunity to produce further insight on how to improve these skills which are thought to be crucial for those professional serving clients directly and rely mostly on their social competences. This output will also provide further opportunities to disseminate the results to other countries as well and prepare for further enhancement of such skills in the field of counseling and career guidance and other relevant fields.



To develop a stable base for the project, the IO1 and the following IOs this paper defines the relevant terms, links the concepts of social and emotional competence (SEC) to the professional development of the Career Guidance and Counseling (CGC) profession and discuss the relevance of social and emotional for CGC (Chapter 1). Chapter 2 presents three concepts/models and discuss their relevance in the context of the project. Finally, chapter 3 collects and orders methods for the training of SEC in links these to principles of learnability and training.

1. Understanding Social and Emotional Competence

1.1 Terms used

While a number of terms is used in this pre-study, the paper begins with a discussion of main terms. The goal is to have a stable ground for the discussion, the identification of methods for the training of social and emotional competence and the quality of the project in the broader sense. Following terms are included:

- Emotion
- Emotional competence/skill
- Emotional Intelligence
- Social competence
- Learning/Learnability

1.1.1 Emotion

- Emotions are short-lived psychological-physiological phenomena that serve to adapt to changing environmental conditions (Stangl, 2020).
- An emotion (from lat. "out" and motio "movement, excitement") is a psychophysiological process that is triggered by the cognitive evaluation of an object and is accompanied by physiological changes, specific cognitions, subjective feelings and a change in the willingness to behave. Emotions occur in humans and other higher animals (cf. Otto, Euler & Mandl, 2000, pp. 11-18).
- Emotion can be distinguished from affects () and feelings () (ibid).
- Emotions can be categorized in a set of distinct forms (Izard, 1991) (see example below)



Four building-blocks for emotional competence (Rindermann, 2009)

To influence and regulate own emotions	Recognize and understand the emotions of others
To recognize and understand one's own emotions	Expressivity: To experience and express emotions
Attitudes toward emotions influence the "use" of emotional competence and behavior in emotional situations	

Table: Building Blocks of emotional competence (Rindermann, 2009).

Using the term skill or competence one should reflect the aspect of learnability (see. 1.1.5). On the other side the link from a descriptive theory to concepts of 'how to learn' needs a careful discussion. Models like the presented or the concept of emotional regulation (Peña-Sarrionandia, Mikolajczak, Gross, 2015, p. 3) show a process structure (situation, attention, appraisal, response) (ibid). This conceptualization is open to active processes like regulation and learning, obviously mostly based on cognitive processes.

1.1.3 Emotional intelligence

Emotional intelligence (EI) focusses the individual differences regarding the management of emotions in different situations. "Individuals are said to display intelligent emotion regulation if they are able to use emotion regulation in a flexible manner and in a way that is consistent with their goals and thus adaptive (Peña-Sarrionandia, Mikolajczak, Gross, 2015, p. 5).

Emotional intelligence is a concept popularized by Goleman (1995). Some authors prefer the term emotional competence to underline the learnability. Peña-Sarrionandia, Mikolajczak, Gross (2015) showed in their meta-analysis a high correlation between individuals with high EI and their abilities to cope within the emotion-regulation process (ibid, p. 7). Nevertheless, different approaches are developed or under development to distinguish between social intelligence and other concepts of intelligence and to measure social intelligence (Kanitz, 2014). Different conceptualizations are under discussion:

"Research devoted to emotional intelligence has now split off into two distinct perspectives. Both perspectives share the idea that cognitive abilities are not the unique predictor of successful adaptation but that emotional competencies have to be taken into consideration. However, these perspectives markedly differ regarding their conceptualisation of such emotional competencies and their measurement (Mikolajczak, Luminet, & Menil, 2006). On the one hand, ability models (Mayer & Salovey, 1997) conceive EI as an ability encompassing four dimensions: (a) emotions identification; (b) emotions utilization; (c) emotions understanding and (d) emotions regulation. In this ability perspective, EI is assessed via intelligence-like tests. On the other hand, trait models (Petrides & Furnham, 2001) consider EI as a multifaceted construct encompassing 13–15 (depending on the model) emotion-related behavioural dispositions thought to affect the ways an individual would cope with demands and pressures. In this trait perspective, EI is evaluated via personality-like questionnaires. While ability tests capture maximal performance, trait tests aim to capture typical performance (see Petrides & Furnham, 2003)." (Nelies et al, 2009, p. 36).

1.1.4 Social competence

Social competence can be defined as the availability and application of cognitive, emotional and psychomotor resources, which leads to a long-term favorable ratio of positive and negative consequences for the actors in certain social situations (Schlüter & Rey, 1981)

"The main idea of the term "social competence" is that individuals have (...) the skills to find and implement acceptable compromises between social adaptation on the one hand and individual needs on the other" (Hinsch & Pfungsten, 2007, p. 12). Hinsch & Pfungsten (2007) point out that



people (in private or professional context) have to be integrated in social interaction to satisfy their needs and achieve goals (p. 12).

As the definition shows, social competence can be understood in relation to emotional competence. Social competence is the broader concept, *containing* emotional resources and behaviors but also other aspects going beyond the emotional aspect.

1.1.5 Learnability

The relation between genetic factors and learning or learnability yet is debated. It seems to be clear that social learning and learning processes based on imitation can support emotional learning (e. g. early childhood, family). While emotion is a complex phenomenon with somatic, attitudinal and cognitive elements, learning or learnability need to be understood also as complex. Cognition, recognition and awareness of an emotion are seen as preconditions to influence emotion (Kanitz 2014, p. 15). For social competences, authors point out that the shift to the concept of competence allow to conceptualize them as learn- and trainable (Hinsch & Pfingsten, 2007, p.14). The authors describe that social competence has superseded (or altered) earlier understandings of stable traits (as shyness or assertiveness). Higher plasticity and greater dependence on the situation are assumed (ibid).

It appears that the training of social and emotional competence has evolved in the past decades. Nevertheless, there is critique on the quality of the training and the status of research on the evaluation of these trainings.

“(...) interventions designed to improve EI (Emotional Intelligence” have recently bloomed particularly among children’s, managers and subjects with affective difficulties (Matthews, Zeidner, & Roberts, 2002). Despite the huge expansion of EI development methods and the preliminary evidence for their effectiveness – especially with children (Zins, Weissberg, Wang, & Walberg, 2004) –, very few EI programs are based on a solid theoretical model and even fewer have been rigorously tested (Matthews et al., 2002). First, these trainings lack a clear theoretical and methodological rationale and employ a miscellany of techniques whose psychological bases are sometimes dubious (Matthews et al., 2002; Matthews, Zeidner, & Roberts, 2007). Second, they usually target only some EI dimensions (e. g., target emotion identification but not emotion management) and add a number of skills which are not considered as parts of EI, such as problem resolution, alcohol or drugs prevention, and reduction of violence (e. g., Topping, Holmes, & Bremner, 2000). Third, when evaluations of these programs exist, they are often limited to subjective impression right after the training given by teachers for EI training at school or by the director for EI training at work, without considering the long-term effects (Aber, Brown, & Henrich, 1999; Goleman, 1995; Matthews et al., 2002). Finally, none of the EI trainings’ evaluations to date included a control group” (Nelies et al. 2009, p.37).

Recent studies have investigated social and emotional intelligence training and point out consequences and key lessons for the future (Flowers et al., 2014). Mattingly and Kraiger (2019) can show in their metanalysis that emotional intelligence training shows a moderate positive effect for EI trainings (p. 149-150). The effects are comparable with effects from other kind of trainings. Such positive results can be understood as a good base for the development for EI trainings in the CGC field.

1.2 Understanding of Competence as a core concept for professionalism

Competence is a concept that is used in many contexts and in a variance of different definitions. To focus on a concept that is suitable for professional contexts we base our understanding on Weinert (2001) and the OECD Definition (2005).



“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual’s knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.” (OECD, 2005, 4)

Based on this, NICE (2012) defined: “One primary aspect of this definition of (..) competence is that it is regarded as a (subjective) potential of an individual to solve particular types of problems. Also, a competence can be learned and be developed to a greater or lesser extent (...). In other words: Different peoples' competence can vary, and people can develop their competence. Another central aspect of this understanding of competences is that it is performance-oriented: Being competent means being able to act effectively in a particular situation in terms of actually solving (..) complex problems” (Schiersmann et al. 2012, p. 35)

- Competence is related to concrete situations of action, particularly to other actors in the situation (e. g. participants in a counseling session)
- Competent actors need to draw implicitly or explicitly on their resources to act/interact in a given situation
- Competent action is based on inner resources of the actor (knowledge, skills, emotions)
- Competence is based on the reflection of actions and a longer process of developing

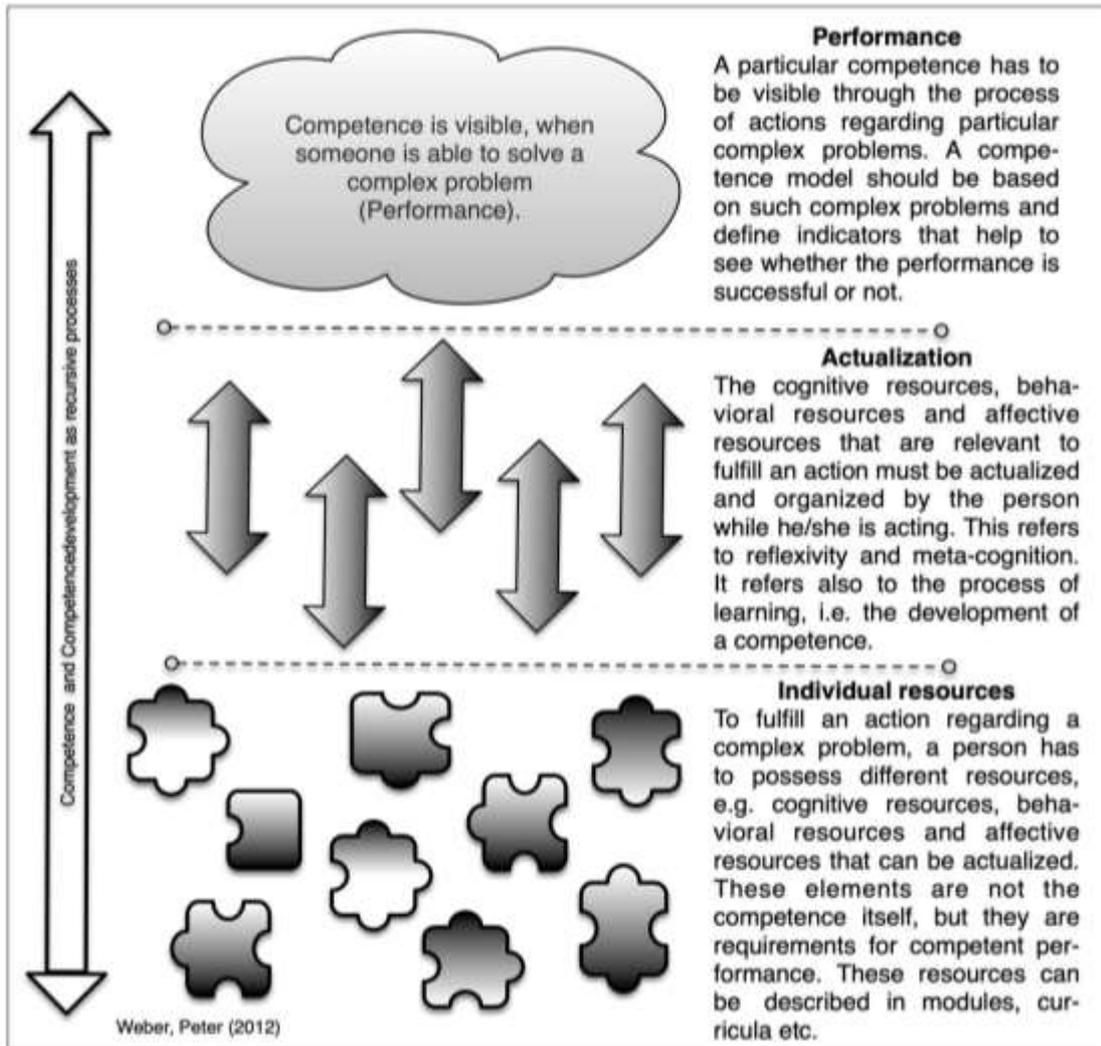


Illustration: The competence development concept (Schiersmann et al. 2012; Weber 2012).

1.3 Relevance of Social-Emotional Competence for Career Guidance Practitioners

The relevance of social and emotional competence and intelligence is described by many authors. Furnham (2009) for instance, pointed out that the success of the concept (Emotional intelligence) was along with the “zeitgeist” and fulfilled many criteria that lead to a wide use and exploitation. Indeed, we can also see that in CGC many trends from science and society are picked up and used widely. Individualization and increasing complexity in the social world and the world of education and work might be two of those that increase the relevance of the concepts we discuss here for CGC.

1.3.1 Relevance in the field of career work

- Strong focus in CGC research to inner- individual resources, like in positive psychology
- High relevance of “resources” in counseling methodology and career planning practice
- High awareness of “self”, especially “self-regulation” as an important resource of individuals
- More knowledge about emotions and somatic mechanism in decision making and career planning processes
- Focus on self-awareness and mindfulness in general and professional contexts



- Importance of “soft skills” in education and training to improve success (e. g. School, VET) (cf. Zins 2004)
- In the context of CGC research has been conducted to analyze the role of social and emotional learning (SEL) in the career guidance contexts in schools (Ferrari & Solberg, 2020).

1.3.2 CGC as a profession is based on interaction

- Interactive professional work is based on professional knowledge and the person(s), their emotions and affects
- Relationships or Work-Alliance are core for understanding the ground and the effects of professional work
- Social-Emotional Skills are core for competent actions, especially while participants situations or state-of-mind might be unstable
- Social-Emotional Skills are furthermore needed to regulate his own emotions when working with humans

1.3.3 Relevance in current training of CGC practitioners

- Social and emotional competence is relevant for the training of practitioners, but it is not always that explicit and we assume that the practice of training differs from the approach, tradition and the training institution.
- Different counseling approaches point out the relevance of social and emotional competence of the counselors (e. g. systemic communication models; person-centred approaches).
- Especially the concept of “Empathy” (Hirn, Thomas & Zoelch, 2019) established in the counseling context by Rogers as one of three basic attitudes can be seen as widely used as a basic skill of counselors. It is part of training programs in different contexts. These authors adopt the notion of empathy as a ‘multidimensional construct’ which ‘requires the ability to perceive, understand and feel the emotional states of others’ (Hirn et al 2019, p. 2).
- Training and development models for professionals contain exercises like feedback, reflection of attitudes, interactive training, role-reversals, supervision etc. Social and emotional components play a central role in these.
- In current training or competence models for career counseling the relevance of self-regulation and proper social interaction might be integrated (cf. NICE 2012, p. 52ff.) but we assume that active learning of social and emotional competence needs more explicit focus.
- While in the training of career practitioners the explicit use of the EI or ES concept is not explicit (to be proven) in related fields research exists. Palomera, Fernandez-Berrocal, & Brackett for instance researched the relevance of EI for teacher training (2008).



2. Conceptualizations - Models of Social-Emotional Competence

From the literature study we identified a number of existing conceptualizations that might be relevant. These concepts are linked to different theoretical roots. All the concepts include a number of dimensions that describe the concept. Some of the concepts are rooted back into theory-oriented research, some are rooted back into training/learning oriented concepts. The aim of this section is to propose a model consisting of socio and emotional skills. This model will be the base for the project, the data collection and the development of the further intellectual outcomes.

2.1 The conceptualizations of existing Models

Within the project we build upon three models. The models are reviewed in terms of the *dimensions*, and the *methods for learning* of these dimensions. The literature review shows overlapping as well as specificity of the concepts.

- Social Intelligence (e. g. Greenspan & Love, 1997)
- Emotional Intelligence (Goleman, 1995; Cherniss et al. 2006)
- Social-Emotional-Learning (Dusenbury et al. 2014; Davis, Solberg, de Baca & Gore 2014)

2.1.1 Social Intelligence

Thorndike in 1920, as he stated, “By social intelligence is meant the ability to understand and manage men and women, boys and girls - to act wisely in human relations” (Thorndike, 1920, p. 228). This definition encompasses two fundamental abilities: (a) understanding others and (b) acting or behaving wisely in relation to others. This means that social intelligence is a cognitive ability to understand certain behavior and on the other hand it is an action-oriented mechanism.

Greenspan & Love (1997) defined social intelligence as a multidimensional model which consists of three separate components: ‘social sensitivity’, describing role-taking and social inference; ‘social insight’ describing social comprehension, psychological insight and moral judgement; ‘social comprehension’, which contains social problem-solving skills.

Goleman’s (1998) definition of social intelligence is quite interesting because he usually puts his focus on emotional intelligence. He described social intelligence as a construct of two different categories. He differentiates between *Social awareness* and *Social facility*. *Social awareness* defines all the abilities needed to perceive other people’s internal mental states, to understand their feelings and thoughts and to comprehend the demands of complex social situations. Important Factors in this domain are: (1) *Primary Empathy*; (2) *Attentiveness*; (3) *Empathic Accuracy*; (4) *Social Cognition*. All of these aspects fall under the category of “Social awareness”. The first Factor describes the ability to take the perspective of others and detect non-verbal cues. Attentiveness is described as the capacity to listen and focus to other people. Empathic Accuracy means to understand the thoughts, feelings and intentions of other people. Last but not least, Social Cognition is the ability to comprehend the social world. While Social facility “builds on social awareness to allow smooth, effective interactions” and further includes the skills self-presentation, influence, and concern for others.

The Model of “Social Intelligence” we apply is described by the following dimensions:

- ‘social sensitivity’, describing role-taking and social inference
- ‘social insight’ describing social comprehension
- psychological insight and moral judgement



- ‘social comprehension’, which contains social problem-solving skills (Greenspan & Love, 1997).

2.1.2 Emotional Intelligence

Emotional Intelligence is our mind’s ability to perceive, manage, and express emotions effectively in real life. Jack Mayer and Peter Salovey (1993) defined Emotional Intelligence (or E.I.) as the ability to regulate feelings and use them to guide our actions. Like I.Q., emotional intelligence varies from one person to another. While some people are gifted by birth in the way they understand and deal with people, others may need help to build their emotional skills. The term “Emotional Intelligence” was first published in a paper by Michael Beldoch in 1964 but became popular after Daniel Goleman’s 1995 book “Emotional Intelligence – Why it can matter more than IQ.”

According to Salovey and Mayer’s emotional intelligence theory, emotional intelligence is the ability to process information about your own emotions and other people’s, the capacity to reason about emotions, and of emotions, to enhance thinking. It’s also the ability to use this information to guide your thoughts and behavior. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Thus, emotionally intelligent people pay attention to, use, understand, and manage their emotions. Salovey and Mayer categorize a person as emotionally intelligent, when having four basic abilities:

1. Ability to perceive and correctly express their emotions and other people’s.
2. The ability to use emotions in a way that facilitates thought.
3. Capacity to understand emotions, emotional language, and emotional signals.
4. The ability to manage their emotions in order to achieve goals





Illustration: Four basic abilities, following the model by Mayer and Salovey (1993)²

An introduction-video can be watched here:

https://www.youtube.com/watch?v=eUTWeg_9OZ4 (2020-02-29).

Goleman broadened Mayer's and Salovey's four-branch system to incorporate five essential elements of emotional intelligence — or EQ, the shorthand he sometimes uses:

- Emotional self-awareness — knowing what one is feeling at any given time and understanding the impact those moods have on others
- Self-regulation — controlling or redirecting one's emotions; anticipating consequences before acting on impulse
- Motivation — utilizing emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles
- Empathy — sensing the emotions of others
- Social skills — managing relationships, inspiring others and inducing desired responses from them

Goleman (2012) considers emotional competencies not as innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. He believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

	Self (Personal Competence)	Other (Social Competence)
Recognition	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy • Service orientation • Organizational awareness
Regulation	<p>Self-Management</p> <ul style="list-style-type: none"> • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration

Illustration: Goleman (2012, pp.28)

² Source: <http://www.theeiinstitute.com/what-is-emotional-intelligence/4-mayer-and-salovey-model-of-emotional-intelligence.html>



2.1.3 Differentiation of Emotional Intelligence and Social Intelligence

While some practitioners have tried to stretch the EI theory to include "people skills," in practical terms it makes more sense to think of EI and SI as two distinct dimensions of competence.

Social intelligence is equivalent to interpersonal intelligence, one of the types of intelligence identified in Gardner's theory of multiple intelligences (1993), and closely related to the theory of mind. According to him, we use types of intelligence but there is one that dominates the others and through which we learn better. Among these types are:

- SOCIAL INTELLIGENCE or INTERPERSONAL INTELLIGENCE
- EMOTIONAL INTELLIGENCE or INTRAPERSONAL INTELLIGENCE

Social intelligence is separate from, but complimentary to emotional intelligence (Gardner's "intrapersonal intelligence"); we need both models in order to understand ourselves and the way we interact with others. Some deficits in SI arise from inadequate development of EI; conversely, some deficits in SI may lead to unsuccessful social experiences which may undermine a person's sense of self-worth which is part of EI. Within the different models we can identify overlapping elements.

2.1.4 Social-Emotional-Learning

The Concept of Social-Emotional-Learning (SEL) is the application of insight in the existence and the need for intra- and interpersonal intelligence (or skills) to the educational sector. The argument is that today's world of education and work builds upon basic and transferable human skills that are relevant in all contexts (Davis et al. 2014).

The development of the model is strongly linked to the CASEL project (<https://casel.org/>).

“Social and emotional learning (SEL) enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL’s integrated framework promotes intrapersonal, interpersonal, and cognitive competence” (casel.org).

The model is developed on two levels. On the higher level *5 fields of competence* are defined, each of these is linked to a number of dimensions that differ in their nature, including competences/skills (e. g. stress management) and aspects of personality, traits or attitudes (e. g. welcome diversity, self-efficacy).

Following the five concepts and the underlying dimensions are presented.

- Self-perception - Recognizing and perceiving emotions; understand your own strengths, needs and values; self-efficacy
- Self-management - control of impulses and stress management, self-motivation and discipline, goal setting and organizational skills
- Social awareness - ability to accept the perspective of others; Empathy; Welcome diversity: respect for others
- Relationship and communication skills - communication; social commitment; Build relationships; Cooperative work; Negotiation, conflict resolution; Offer and give help
- Decision-making ability - problem identification and situation analysis; Troubleshooting; Evaluation and reflection: personal, moral, and ethical responsibility

(cf. Casel, 2020; Dusenbury et al., 2014; Davis et al., 2014).

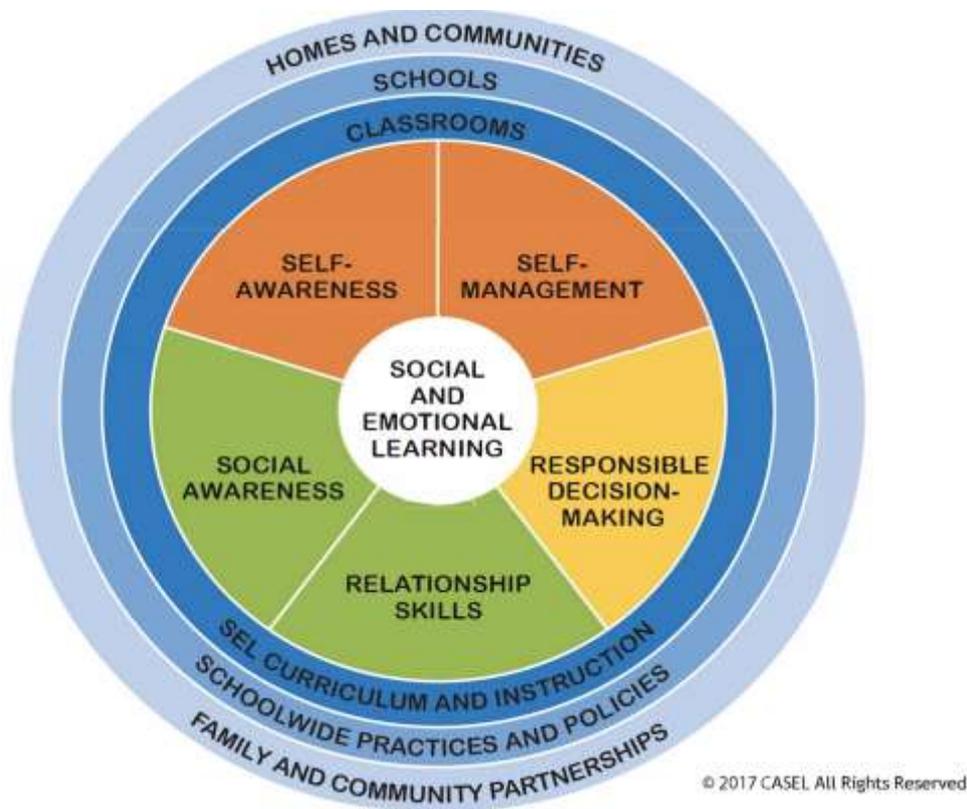


Illustration: The social and emotional learning model (CASEL)³

Within the framework of CASEL many didactical and educational ideas and approaches are developed, mainly in the frame of school and education. Recently a higher awareness for SEL as a dimension with impact on career development is

2.2 Analyses of the dimensions within the models

In the light of the project, we developed and used criteria for the identification, discussion and comparison of the models. In chapter two we presented three basic models highly relevant for the project. In the discussion we discovered links to their origin and background. Each of these models has shown its relevance from a scientific perspective. Furthermore, the models and the relevant literature understand emotional intelligence and social intelligence as learnable. Therefore, the terms “social and emotional skills” or “social and emotional learning” (SEL) make sense and link the models to methods for the development of such skills.

For the further work in the project three steps are needed:

- To integrate the concepts into a model that avoid overlapping
- To discuss the relevance of the model(s) and the dimensions with practitioners

³ <https://casel.org/>

- To identify methods to support the professional development and learning of the skills described in the model(s) and understood as relevant.

To integrate the concepts into one (preliminary) Model we compared the presented models (see Illustration below). And identified overlapping and specificity. We propose to eliminate overlapping and integrate the dimensions that are unique under three key skills.

Table: Model with basic skills

<ul style="list-style-type: none"> ● Emotional skills ● Social skills ● Problem solving skills

The category “problem solving” (including moral and ethical responsibility) is understood as a category on its own, while it is seen as a combination of emotional competent and social competent action. While the project is focusing on social and emotional skills the category of problem-solving skills will not be integrated in the further research steps.

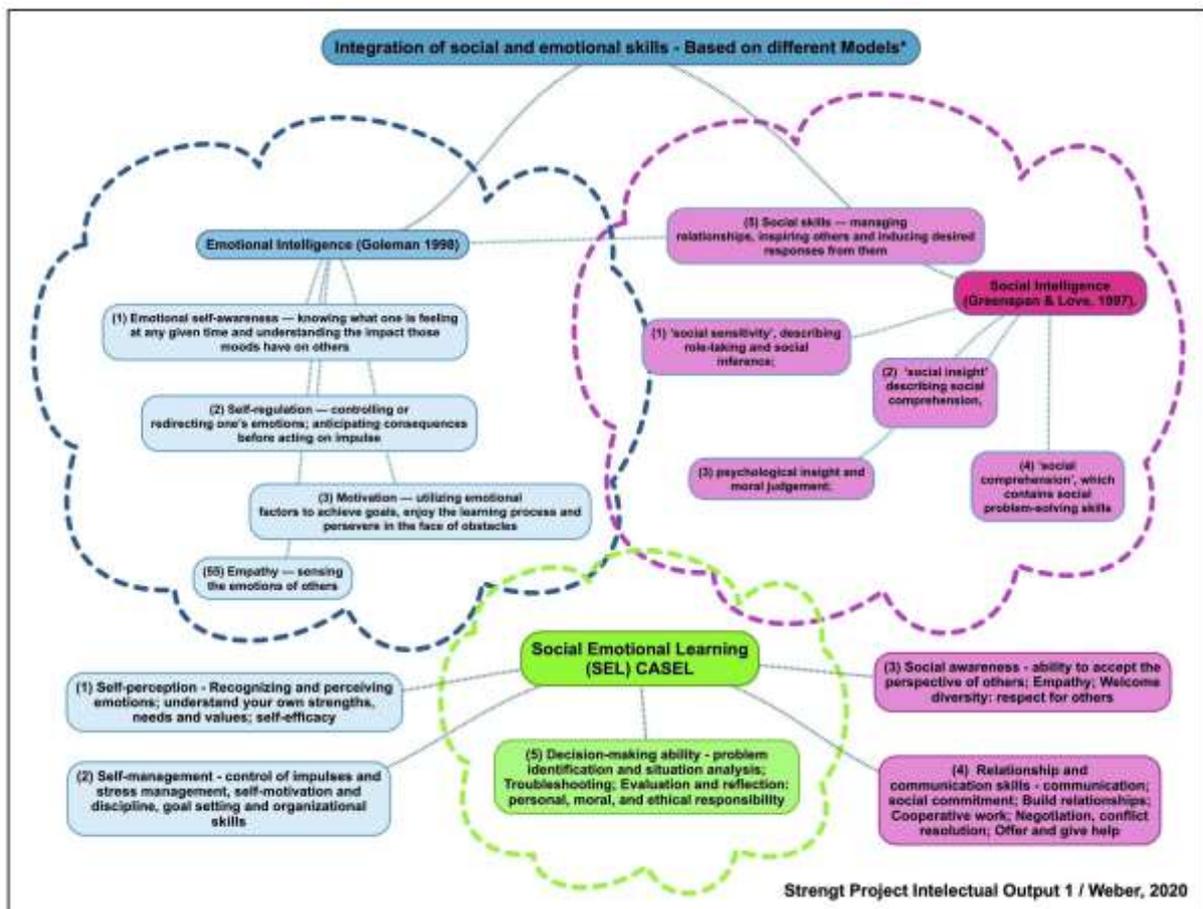


Illustration: Integration of social and emotional skills, based on different models

The following table shows the dimensions that are found in the analyses of the discussed literature.



Table: Three skills with dimensions/subskills

Basic Skill	Dimensions/subskills
Emotional Skills	<ol style="list-style-type: none"> 1. Emotional self-awareness 2. Self-regulation of emotions 3. Utilizing emotional factors to achieve goals (motivation) 4. Sensing the emotions of others (empathy)
Social Skills	<ol style="list-style-type: none"> 1. Social sensitivity/social inference/attentiveness/primary empathy 2. Social insight and comprehension 3. Psychological insight and moral judgement 4. Social problem solving skills
Problem solving Skills	<ol style="list-style-type: none"> 1. Decision making ability/problem identification and situation analysis 2. Troubleshooting 3. Evaluating and reflection 4. Personal, moral and ethical responsibility

A special problem consists of the conceptual overlapping that are still included. That fore we synthesized the model into a clearer structure presented in the following table.

Together these items build the ground for the “intermediate StrenGTh model” that will be discussed with practitioners and experts and used for the development of the curriculum. It is understood as preliminary while a further development might be needed or the result from the expert consensus groups (see Table below).

Table: Intermediate StrenGTh model of social and emotional skills

Basic Skill	Dimensions/subskills
Emotional Skills	<ol style="list-style-type: none"> 1. Understanding emotions: Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought (emotions = reflection of needs and values; includes a critical stance towards the false understanding of emotions as being irrational) 2. Emotional self-awareness: Ability to perceive and correctly express one’s own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others 3. Emotional self-control (emotion management/ self-management): Regulating and influencing one’s own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one’s



	emotions / impulse control / persevering in the face of obstacles and setbacks
Social Skills	<ol style="list-style-type: none"> 4. Social concern / commitment: Feeling a concern for the welfare of others and a commitment to society; being able to articulate this concern 5. Tolerance: Ability to understand and accept the diverse perspectives, values, and lifestyles of others 6. Diversity and intercultural competence: Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions 7. Affective empathy: Ability to perceive and correctly express others' emotions, drawing on verbal and non-verbal cues /ability to understand and imagine the feelings and intentions of others (including in the past and future) 8. Cognitive empathy (perspective taking): Ability to take the perspective of others, e. g., by imagining what their roles and circumstances may require from them, being able to imagine how others will be affected 9. Attentiveness: Capacity to listen and focus on other people, to direct one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed 10. Influence (self-presentation): Understanding one's own strengths and values and being able to express them to induce desired responses from others (e. g., inspiration) 11. Cooperation: Building and managing relationships, ability to give and accept help, ability to form agreements for cooperation 12. Conflict resolution & negotiation: Being able to address misunderstandings, value and resource conflicts constructively (respectfully, with the goal of resolving a conflict peacefully)

As part of the project (within IO1 and IO2) we use a questionnaire to ask practitioners about their view on the importance of social skills, emotional skills and problem-solving skills. The individual judgement in the form of the following two tables is the basis for an open discussion (expert consensus). The results are published in the IO2 report.

3. Methods for developing social-emotional competence

Core question for the project is the learnability of social-emotional competence. Thus, in the following we collect from literature evidence for the learnability of social emotional competence and we distinguish between different ways to develop and change social-emotional competence.

Following we distinguish between basic principles of professional learning and specific methods. We assume that the single methods can be subsumed under the basic principles. For this we integrate a table/matrix of Methods ordered by the basic principles.



3.1 Particular methods of social and emotional competence (or skills) training and analyses of the learning concepts behind

In the literature many different methods and design for the training of social and emotional competence can be found. These have different origins and backgrounds, and it might be good to bear in mind these.

“Clearly there are different approaches to SST (social skills training, ed. note) because they have grown out of different branches of practice from micro-teaching to psychopathology, each with a different theoretical, practical, indeed epistemological, base” (Furnham, 2009).

We can also argue that the training of interpersonal skills (social intelligence elements) are more related to behavioral training methods, while intrapersonal skills (emotional intelligence elements) need introspection and methods that focus on reflection.

From the analyses of existing methods (see list and links to methods below) we identified the following principles and learning concepts:

- Cognitive training
- Behavioral training (e. g. role-play)
- Role-taking and imitation
- Experimenting
- Situated and action-based learning
- Reflection of experience and attitude (e. g. diaries, questionnaires, dilemmas, storytelling)
- (Self)Awareness / Mindfulness
- Feedback and Supervision

The following tables list methods or training programs that are described in the relevant literature. We linked the methods to basic principles and learning concepts seen as relevant in a certain approach. Mostly more than one principle is used.

I. Primary cognitive oriented methods

Method & Source	Basic principles & Description
Emotional competence questionnaire: EKF (Rindemann, 2009, German version). Other/comparable questionnaires that could be integrated into training are available (see e. g. Nilies et al., 2009).	Cognitive training and reflection The questionnaire can be used in training with professionals. The questionnaire focuses on thoughts about emotions or social competence and stimulate reflections.

Method & Source	Basic principles & Description
A-B-C Analysis. To analyze activating life events (A), beliefs about events (B) and emotional/behavioral	Cognitive training and reflection. Cognitive intervention based on biographical events. Reflection



consequences (C)	about beliefs and perceived emotions and behavioral consequences.
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Method & Source	
Cognitive training of social competent behavior (Hinsch & Pfungsten, 2007 p. 59; 89ff). Authors describe four group workshops (Group training of social competence GSK).	Cognitive training and reflection. The cognitive training (Hinsch & Pfungsten, 2007, p. 59) aims (among others) on knowledge to understand competent social action, types of situations and to be able to distinguish between cognition and feelings. Video is used to sensibize for own behavior (p. 121)

II. Combination of cognitive and behavioral methods

Method & Source	Basic principles & Description
Endicott, Bock & Mitchell (2001). Learning from models (pp. 8f.).	Role-taking and imitation, observing, learning from Models, feedback. People learn to develop (ethical) sensitivity skills by models. Trainers modeling sensitive communication and actions, verbalizing empathic and react compassionate are models for the learner. Positive and negative feedback is helpful in the learning process (pp. 8f.)
Method & Source	
Training of techniques to enhance skills for emotional intelligence: emotional regulation (intrapersonal and interpersonal) and emotional understanding (Nelies et al, 2009, p. 38).	Cognitive training, behavioral training (role-play), reflection (diary). The training is focused on a defined concept of emotional intelligence (Nelies et al. 2009). The training is described on pp. 40-41. "(...)the design of our training was based on Mayer and Salovey's four-branch model of Elias et al. (1997): (1) perception, appraisal, and expression of emotion; (2) emotional facilitation of thinking; (3) understanding and analysing emotions; (4) reflective regulation of emotion" (Nelies et al 2009, p. 38). "The content of each session was based on short lectures, role plays, group discussions, two-person works, and readings. The participants were also provided with a personal diary in which they had to report daily one emotional experience" (Nelies et al 2009, p 38)



Method & Source	
Endicott, Bock & Mitchell (2001). Identifying Emotions (pp. 13f.)	<p>Attentiveness, role-play, experimenting</p> <p>Skills training to identify emotions. Learning to recognize basic patterns, being attentive on one's own emotions, differentiate emotions, identify emotions from different sources, identifying emotions and other's social needs, role-taking and experimenting with hypothetical dilemmas, role-play (pp. 13f.).</p>

III. Methods with elements of role-taking and role play

Method & Source	
Endicott, Bock & Mitchell (2001). Expressing emotions (pp. 17f.)	<p>Experimenting, role-taking, role-play</p> <p>Expressing emotions, reflection about emotions expressed to oneself. Perspective-taking to understand the other. Training of adequate behavior/respectful expression toward expressed emotions from others. Interpersonal conflict role-plays.</p>

IV. Methods with elements of self-awareness/mindfulness

Method & Source	
Endicott, Bock & Mitchell (2001). Expressing emotions (pp. 21f.; 29f.)	<p>Self-awareness, reflection</p> <p>Self-monitoring to reflect on how I identify my own emotions and emotions of others. Self-monitoring to reflect on how I express emotions.</p>

Method & Source	
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<p>Emotional training (as part of social competence training) (Hinsch & Pfingsten, 2007, p. 59). It is part of the workshop program (Grouptraining of social competence GSK).</p>	<p>Self-awareness in combination with cognitive-behavioral training.</p> <p>The emotional training (Hinsch & Pfingsten, 2007) is basically an emotional and somatic relaxation. Aim is to gain more (emotional) self-control (p.122).</p>
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Method & Source	
<p>Mindfulness training (Meiklejohn et al. 2012). The training shall enhance attentional and emotional self-regulation (see table 1), sample of mindfulness-based programs for children and youth (Meiklejohn et al. 2012)</p>	<p>Self-awareness/mindfulness, role-taking and imitation, cognitive training, behavioral training.</p> <p>Indirect or direct training, while in the indirect for the teacher or trainer develops a personal mindfulness practice and embodies mindfulness attitudes and behaviors throughout the school day; direct programs that teach the students/learners mindfulness exercises and skills (Meiklejohn et al. 2012).</p> <p>"Research on the neurobiology of mindfulness in adults suggests that sustained mindfulness practice can enhance attentional and emotional self-regulation and promote flexibility, pointing toward significant potential benefits for both teachers and students" (Meiklejohn et al. 2012).</p> <p>"As a discipline, mindfulness can be integrated into the classroom using one of three basic approaches: indirect (the teacher develops a personal mindfulness practice and embodies mindfulness attitudes and behaviors throughout the school day); direct (programs teach the students mindfulness exercises and skills); or a combination of direct and indirect approaches" (ibid)</p>

3.2 Relevance of the methods for Career Guidance Practitioners

As part of the project (within IO1) we use a questionnaire to ask practitioners about their view on the importance of the basic learning principles and the presented methods to learn/foster emotional skills, social skills and problem-solving skills. The individual judgement in the form of the following table is the basis for an open discussion (expert consensus).

Question 3: To learn and develop social and emotional skills, different methods proposed, tested and used.

How relevant do you consider the following learning principles and methods for the learning and development of SE-Skills?

	Very relevant	Relevant	Less relevant	Not relevant	Not applicable
I. Primary cognitive oriented methods					
II. Combination of cognitive and behavioral methods					
III. Methods with elements of role-taking and role play					
IV. Methods with elements of self-awareness/ mindfulness					

The questionnaire was used in several focus group interviews which took place from April - June 2020 in Romania, Italy, Portugal, Greece, Finland and Germany. The workshops consisted of several elements. First the project was presented and the conceptual relations between social and emotional competences and Career Guidance and Counseling were discussed. In the main part, critical incidents from their professional practice were collected and evaluated with the participants. The aim was to connect critical professional situations with social and emotional competences and to reflect on them in more depth. In the last part of the workshop, the importance of the individual social and emotional competences was first of all questioned, followed by the importance of different methods for the training and further education of social and emotional competences. The results of the workshops will be presented and discussed mainly within the IO2. In this paper only the results concerning the methods are summarized.

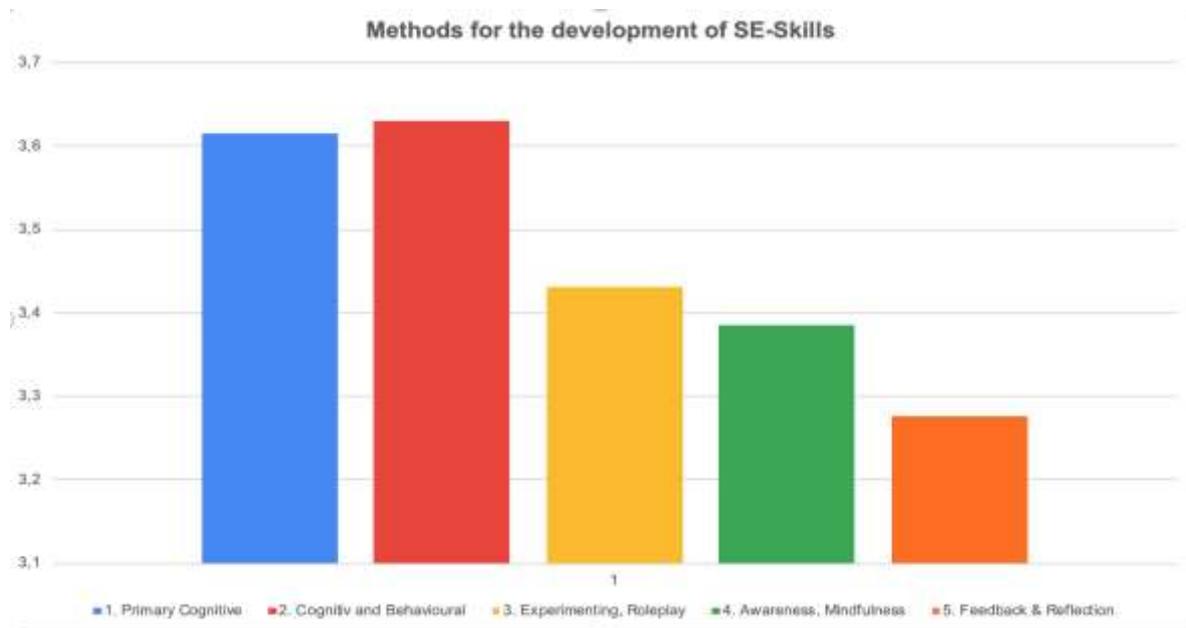
The following presentation is the result of this survey. The question was formulated as followed:

“To learn and develop social and emotional skills, different methods proposed, tested and used.

How relevant do you consider the following learning principles and methods for the learning and development of Social and Emotional Skills?”



So far 65 consultants have participated in the survey (status 6/2020). On average, all five identified method types are considered relevant or very relevant. However, there are differences (see figure).



The greatest relevance is attributed to methods that contain **cognitive and behavioral elements**. Methods that are **primarily cognitively** oriented are considered almost as relevant. The relatively clear preference of such methods seems a little surprising at first, since emotional and social aspects are in the foreground and not cognitive ones. The method of "critical incidents" also draws attention more strongly to the experience and emotional state of a critical situation. There are, however, various points in favor of cognitive methods:

- Understanding the meaning as well as the various social and emotional competencies is one of the topics. Individual competencies focus on such cognitive aspects, which makes them suitable for cognitive teaching-learning methods
- Cognitive and cognitive-behavioral methods always relate to social situations. In this tradition, behavior is always understood in terms of (inner and behavioral) reactions to external impulses. In this respect, these methods (especially in the cognitive tradition) are closely related to the ability to (self-)regulate in a social context.
- The creation of a better awareness of social and emotional connections are also anchored in the concept. Several items focus on such awareness, e. g. related to the person himself (knowing himself better) as well as to others (understanding the other).
- Cognitive methods are very common and well known. It can be assumed that the acceptance for these methods is therefore high.



- The combination of behavioral methods and cognitive methods is also very common in training for consultants. Especially in the training of social and emotional competences of children, many approaches rely on behavioral adjustment and behaviors modification, e. g. in the social field of action (school, kindergarten).

Methods that include **role-playing and social experiments** are considered somewhat less relevant. These methods can be significant because they involve the counterpart in the training. For example, in order to identify one emotion in another or to verify an assumption about a recognized emotion, role-playing and other experimental methods are important in the social setting. It can also be assumed that such simulations are common and well-known in counselor training. At the same time, they are demanding in their implementation and challenging for the participants, as they sometimes come close to real experiences and e. g. emotions arise and have to be worked on.

Methods that focus on **awareness and mindfulness** are, on average, considered to be somewhat less relevant. No clear statements can be made about the reasons. In terms of content, one reason for the restraint could be the strong focus on one's own inner world. This has strong references to the recognition of one's own emotional states and the possibility of self-regulation. Under certain circumstances, however, the inclusion of the other person and the social field of action is missing. Last but not least, it must be taken into account that these methods are less known and even less common in counsellor training.

Methods related to **feedback and supervision** receive the least support in the survey. It can be assumed that the methods are universally known among the interviewed counselors, as they belong to the fixed repertoire of professionalization. The fact that they can nevertheless be regarded as less relevant can therefore be attributed to an assumed poorer fit with the subject "training of social and emotional competences". Possible reasons could be that these methods are typically linked with other questions of practical action and the reference to social and emotional competences is not seen to the same extent. Nevertheless, the reflection of one's own social and emotional competences and behaviors patterns should be considered as an access to one's own further development.

The method of "**critical incidents**" used in the workshops was not the subject of this survey. However, the rich collection of cases that emerged in the workshops and the intensive exchange between the practitioners, as described in the results of IO2, suggest that this method should be considered for further development in the project.



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Links and online-resources

- CASEL is transforming American education through social and emotional learning:
<https://casel.org/>
- Core SEL Competencies: <https://casel.org/core-competencies/>
- How School Counselors and Teachers Can Work Together to Promote Social-Emotional Learning: <https://educationandbehavior.com/how-to-teach-social-emotional-learning-in-the-classroom/>
- How to Integrate & Measure Social Emotional Learning (SEL) Programs:
<https://www.kickboardforschools.com/blog/post/how-to-integrate-measure-social-emotional-learning-sel-programs>
- Measuring Social and Emotional Learning: <https://www.csai-online.org/collection/2799>
- OPINION: How do you measure social and emotional learning? Tools to use in the era of “what gets assessed gets addressed”: <https://hechingerreport.org/opinion-how-do-you-measure-social-and-emotional-learning/>
- School Counselors Embrace Social Emotional Learning:
<https://studentsatthecenterhub.org/resource/school-counselors-embrace-social-emotional-learning/>
- Social-Emotional Learning for Every Student at Every Tier:
<https://www.socialemotionalworkshop.com/>
- Social-emotional learning: Measuring What Matters domain paper:
<https://peopleforeducation.ca/report/sel-domain-paper/#chapter7>